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ABSTRACT

This final report concludes a three-year project to identify the program impact on 125 youths and adults who took vocational education in eight locations in Illinois. The longitudinal case study began in 1978-79 when the subjects were still enrolled in their vocational programs. Many of the students who became case subjects for the study were educationally or economically disadvantaged. The purpose of this longitudinal study was to provide information for state and local program planners and managers that will aid them to understand better the factors that help youths and adults who take vocational programs find work and succeed in their occupational and personal lives. The study concentrated upon nontraditional and social impacts as well as the traditional measure of employment upon program completion. Data from the study were analyzed in terms of the following nine categories: (1) geographic mobility, (2) education and training, (3) former employment/occupational patterns, (4) post-training employment/occupational patterns, (5) family/household patterns, (6) social and community involvement, (7) student ratings of selected factors in their vocational programs, (8) post-training assessment of program impact, and (9) major medical health problems affecting education or work. Twenty case studies illustrate the humanistic factors described in the study and the program outcomes, which were often successful. Ten recommendations for vocational education programs are given. (KC)

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ED204506

A STUDY OF THE NONTRADITIONAL AND SOCIAL IMPACT OF OF VOCATIONAL EDUCATION ON INDIVIDUALS IN ILLINOIS

U.S. DEPARTMENT OF HEALTH,
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Prepared for: Donald F. Muirheid
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Donald G. Gill
State Superintendent of Education

Illinois State Board of
Education

Adult
Vocational and
Technical Education

Prepared by: CARVELL Education Management
Planning, Inc.

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CARVELL *Education Management Planning*
Post Office Box 531, Los Altos, California 94022 (415) 941-9118

PREFACE

This final report concludes a three-year project effort to identify the program impact on 125 youths and adults who took vocational education in eight locations in Illinois. The study began in 1978-1979 when the case subjects were still enrolled in their vocational programs. Many of the students who became case subjects for the study were educationally or economically disadvantaged and, thus, provided a greater than usual challenge to vocational education.

The report is intended to inform educators, program managers, policy makers and other interested persons about the needs and characteristics of students who enroll in selected programs. Such insights can be used to assess the procedures and/or outcomes of existing vocational programs and establish future priorities or to develop evaluation guidelines to augument existing more quantitative efforts. The report contains an executive summary highlighting major findings and study team observations. The body of the report is divided into three chapters plus appendices. The first chapter describes the study objectives, procedures and special considerations. The second chapter reveals the three year outcomes for the entire group that was followed each year. The third chapter contains a presentation of the characteristics and program outcomes for 20 selected cases for which additional indepth interviews were conducted. The latter is supported by individual case narratives contained in Appendix H. These case narratives provide information that seldom crosses the desks of vocational educators or state level policy makers.

The purpose and approach taken in this study were decidedly more humanistic than statistical, yet the analysis provides information about program impact that can be useful in planning and assessing vocational programs in both secondary and post-secondary levels. The scope of the study was by design limited to vocational programs that could be considered special. Most vocational educators will recognize the applicability of the program guidelines that were developed from this special group of students to their programs. The suggested guidelines are not entirely new to vocational education, but what may be important to regular vocational programs has proved to be critical to programs serving disadvantaged youths and adults.

Acknowledgements

The study was directed by Fred Carvell. The principal investigators for case interviews and data analysis were Joan Barnes Carvell and Patrick Vann. Donald Medley provided computer programming services used in the analysis. Lyn Vann organized the data files and case study records.

EXECUTIVE SUMMARY: STUDY OF THE NONTRADITIONAL AND SOCIAL IMPACT OF VOCATIONAL EDUCATION ON INDIVIDUALS IN ILLINOIS

Introduction

In Fall 1978 the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, initiated a longitudinal case study of selected students enrolled in a variety of vocational programs within the State. In total 125 students in eight selected program sites were used as the sample. Illinois, like other states using federal funds under Title II, Vocational Education, Education Amendments of 1976 (PL 94-482), conducts annual follow-up studies of vocational education students. Such traditional procedures seldom provide a definitive body of information about the impact of vocational programs on individual students over time.

Purpose of the Study

The purpose of this longitudinal study was to provide information for state and local program planners and managers that will aid them to understand better the factors that help youths and adults who take vocational programs find work and succeed in their occupational and personal lives. Thus, the study reflects the State's interest in the "nontraditional and social" impacts as well as the traditional measure of employment upon program completion.

For purposes of this study, nontraditional impacts were deemed to be those determinable factors aside from and in addition to job placement. These included 1) the quality of employment after training compared with previous gainful employment as measured by wage level, employee benefits, career advancement opportunities, and worker satisfaction; 2) student perceptions of their own well being as a result of their vocational training; and 3) students' assessment of the value and impact of vocational training on their lives and experiences after leaving the program.

The term social impact, as used in this study, refers to the involvement of students in school, community, social, political, and/or church related activities after their vocational education programs compared with their experiences prior to such training.

Procedures Used in the Study

Longitudinal case studies are an appropriate way to determine the impact of vocational education on individual students in a manner that is not ordinarily achieved with conventional student follow-up techniques that emphasize statistical summaries and comparison of large groups. Once the study design was agreed upon by the Department of Adult, Vocational and Technical Education, Illinois State Board of Education, the study procedures fell into five major phases which are each briefly described below.

Phase I: Sample Program Site Selection

Eight vocational program sites were selected with the approval of the Department of Adult, Vocational and Technical Education, Illinois State Board of Education. Four of the programs were offered for secondary students and four were offered for post-secondary adult students.

Phase II: Design of Major Research Themes and Data Elements

After consultation with various state agencies, universities and professional personnel in the Department of Adult, Vocational and Technical Education, nine data elements to be used in a longitudinal case study were established. These were used to establish base-line data files which were updated and expanded for each case subject during the three year study.

Phase III: Case Study Sample Selection and Initial Contact

A total of 125 students enrolled in the eight program sites were used for the study. The students participated voluntarily and were selected by the study team with the approval of the program site professional personnel. Initial contact was made with the student cases in 1978- 1979 while they were still enrolled in their vocational programs. The student sample reflected the demographic characteristics of the students at each program site.

Phase IV: Follow-up Contacts

After the initial contact with student cases during their program enrollment, two subsequent contacts were made through a combination of personal interviews, telephone contacts and written correspondence. In the second and third years of the study 94 percent of the sample was contacted at least once.

Phase V: Analysis of Information and Interpretation

The approach to data collection and the process of maintaining personal contact with cases in the study falls into what could be called humanistic or naturalistic inquiry. This system attempts to combine an organized and systematic process of gathering and analyzing information over time with allowance to pursue new areas of investigation as they reveal themselves and become relevant. All information obtained from the students in the study was recorded on instruments and maintained in case files which were updated annually. Annual follow-up responses were analyzed by micro-computer and the study team. This combined analysis was applied to all cases, but in order to highlight the detailed experiences of the students, 20 cases were selected for special study and further contact so that written descriptive narratives could be developed to demonstrate the diversity and broad reaching impact of vocational education on individuals in Illinois.

The analysis of findings from the study were divided into the following nine categories: 1) geographic mobility, 2) education and training, 3) former employment/occupational patterns, 4) post-training employment/occupational patterns, 5) family/household patterns, 6) social and community involvement, 7) student ratings of selected factors in their vocational programs, 8) post-training assessment of program impact, and 9) major medical/health problems affecting education or work.

For each of these nine topics, this executive summary provides highlights from the experiences of the students from whom information was available after three years of contact. Detailed findings are contained in the final report submitted to the Department of Adult, Vocational and Technical Education, Illinois State Board of Education.

FINDINGS RELATED TO CASE FOLLOW UP FOR 1980-81

In viewing the following findings, it should be noted that 62 percent of the students included in the study were economically disadvantaged and had received financial assistance prior to or during their vocational education experience in the form of public assistance and/or training stipends. The findings are related to nine categories as noted in the offset captions.

Geographic Mobility — Two out of three of the cases were natives of Illinois. Nine out of ten had lived four or more years in the same locality in which they attended vocational programs. Eight of ten resided in the same geographic region two years later. Thus, cases tended to be Illinois residents with little active geographic mobility before or after their vocational training.

Education and Training

Only one in four cases had ever received any formal vocational training prior to the program they were taking when first interviewed for this study.

Former Employment & Occupational Patterns

94 percent of the cases had worked at some time prior to training, but 59 percent were employed in low skilled jobs with employment patterns that were short-term and unsteady.

Post-Training Employment/ Occupational Patterns

In 1980-81, 71 percent of the cases followed were employed full or part time; another 10 percent were in school full time but not working; most of these were in programs related to their former training.

Ninety-two percent (92%) completed their original program. Of the completers, 85% had positive outcomes in terms of employment or continued schooling. Of nine cases who did not complete their training, only two were working part time and two were in school full time. Both of those working were dissatisfied with their jobs.

Differences in Employment Patterns and Wages

Women were more likely to be employed full time than men, be employed in an occupation related to their training, receive on-the-job employee benefits, and be satisfied with their employment than were their men counterparts.

Men were more likely to be employed steadily after training, work part time while attending school, and receive higher wages than the women.

Quality of Employment

Of the 77 cases who were working at the time of follow up in 1980-81, men earned an average of $5.63 per hour compared to women who earned $4.60 per hour.

Of the 96 men and women who had worked sometime after training, 78 percent earned the highest wage they had ever received in their work lives, and 49 percent had received at least one pay raise since going to work after training and 15 percent had received a promotion. There was no proportional difference between men and women related to number of raises or promotions received.

Fifty-nine percent (59%) of the cases who had worked sometime after training were in the same occupation; 55 percent were working for the same employer and 47 percent received some employee benefits package.

Sixty percent (60%) of those who had worked after training had been steadily employed since finding a job after training. Of those working in 1980-1981, 75 percent had been steadily employed.

Fourteen percent (14%) of those who had found jobs had been laid off due to economic conditions; 9 percent had quit and 2 percent had been fired from their jobs.

Job Satisfaction

Sixty of 77 persons (78%) who were employed in 1980-1981 expressed job satisfaction. Analysis indicates that full-time employment in a job related to training was the chief contributing factor to job satisfaction. Ninety-four percent (94%) of those working in a related job were satisfied. This was closely followed by 93 percent of those who had received a promotion. Union membership usually carried positive factors with it and members were satisfied.

A considerably lower percent of former vocational students (56%) who worked in full-time unrelated occupations were satisfied at work.

Family & Household Patterns

38 percent were heads of household; 66 percent of these were single heads of household. There was an average of two children per head of household.

Of those cases followed in 1980-81, 62 percent had received financial assistance during training and 14 percent were receiving aid after training.

Social & Community Involvement

Voter registration among cases studied increased from 1/3 to over 1/2 of the cases, but the increase appeared to be linked to aging of young students and that the year was a presidential election year.

After training involvement in school, community and neighborhood activities decreased by about half among cases followed in 1980-81. Church related activities remained about the same.

Student Ratings of Programs

Two years after training, 56 percent of the cases considered the counseling they received during training helpful; 76 percent rated teacher concern and assistance as helpful; 72 percent said their vocational training was realistic; and 81 percent said support from other students was an important factor in their success in the program. All of these factors were rated more highly during the third follow-up contact than during the two previous interviews.

Student Assessment of Program Impact on Them

Two years later, persons' perceptions of how realistic their vocational programs were proved to be a major factor in the extent to which such programs had an impact on their lives. This was true whether or not the former students were working.

Of those who thought their programs were realistic:

Sixty-four percent (64%) said it was a factor in choosing their current occupation

Seventy-nine percent (79%) said it contributed to a positive self image

Seventy-eight percent (78%) said it caused them to change their perceptions about life and work

Seventy-four percent (74%) said the training provided more than job skills

Seventy-seven (77%) said consistency and structure in the programs were important to student success.

Health/Medical Problems

Nearly one in five cases had some medical or health problem that affected their education or work sometime after training. Among those that were economically disadvantaged, one in three had health problems.

INDIVIDUAL CASE NARRATIVES

The summary of findings presented thus far indicate some of the major outcomes and impacts of vocational education programs on the youths and adults who were included in the study. They do not reveal the impact of vocational education on students' life styles, values, or changes in thinking. In order to obtain a better perspective on such matters in-depth case narratives were prepared for 8 men and 12 women from the sample. Five of these cases were secondary students and the remainder were post-secondary students. Pseudonyms were used for the cases to provide anonymity.

The focus of the 20 narrative cases was on the transition to work from training and post-training experiences at work or in continued schooling.

When the study team analyzed the narrative cases, 16 common characteristics were discerned. These fell into five broad categories: 1) personal attributes or traits that provided strength to the students, 2) external factors that made program entry possible, 3) sustaining forces that helped them stay in the programs, 4) strong personal reactions to the programs, and 5) personal awareness of the impacts of their vocational programs on their lives. No narrative case shared every one of the 16 characteristics, but they were sufficiently common to be noteworthy.

STUDY TEAM OBSERVATIONS AND SUGGESTED GUIDELINES

Although the full impact of vocational education on the career and lives of the cases in the study continues to unfold, there is substantial reason to believe that the impact for most has been positive. Not only has it led to employment for many who had previously suffered unrewarding, unsteady and poor paying jobs, it has had an impact of significant scale on the personal values and feelings of self worth for many. The latter human and social benefits are often ignored or neglected in many efforts to assess the efficiency and cost benefits of vocational education. Cost benefits are also apparent when one reviews the removal from public financial assistance of many of those who were economically disadvantaged at the onset of training.

A major factor revealed during the course of the study was student opinions about the impact of the their vocational programs on their lives and careers and their perceptions about the realistic nature of the programs they took. The realistic nature of programs was related to the methods, content, materials and support services used and received by students in their preparations for the occupations for which they were training. Interestingly, if students perceived that their programs were realistic, they were also more likely to indicate the programs had other impacts on their lives.

Perhaps the most important finding among the sample cases in this study was the relationship of student satisfaction to various factors associated with work obtained after training. A higher percent of students were satisfied with their work if it was related to training they had taken in their vocational programs. Cases who were satisfied with their work were more often working in related jobs to their training. Although those who were satisfied were also apt to have a benefits package, full-time employment, or raises; a lesser number were satisfied if they were in unrelated jobs and were receiving very low wages.

Secondary students taking job-specific vocational programs were more likely to continue advanced training or find jobs that were higher paying than those enrolled in general work experience programs.

During the second year of the project, the study team identified a number of factors that appear to contribute to quality in vocational education programs for both youths and adults. The third year of the project confirmed the importance of these factors. As a result, the following ten factors should be major components of planning, management and evaluation of vocational education programs designed or intended for student who are disadvantaged or who possess special needs. Such programs should be examined to determine the extent to which the following elements are in evidence.

1. Pre-program screening and counseling must be available to help assure that student needs and abilities are matched.

2. Vocational training should be matched to occupational opportunities and the local labor market openings in which students will seek employment after leaving programs. This is especially applicable in rural areas in which student mobility is static before and after training.

3. Vocational education programs should be concretely structured in term of
   - time schedule and duration of training
   - attendance requirements
   - specified competencies and performance objectives to be achieved by learners at various stages of training
   - training focused on job-specific competences instead of general education.

4. Vocational education programs should be augmented by a job survival/employment skills component that includes job search skills, knowledge of employee benefits and an orientation to the work environment including how to respond to supervision.

[illegible]. Teachers and instructional support staff need to be committed to student success in the programs as demonstrated by
   - informing students of their progress, strengths and weaknesses in addition to the regular, formal evaluation system
   - providing personal support, advice and encouragement beyond the formal confines of the classroom
   - advising and directing students to resources outside of the training programs for needed assistance in areas such as basic education, financial aid, health care, personal counseling and so on.

6. Professional development and inservice for program instructors and counselors should be constantly provided to 1) assist program staff learn how to deal with and assist students from disadvantaged backgrounds and with special learning needs, and 2) learn about the availability and use of resources from industry, community agencies and other educational and/or training agencies.

7. A strong emphasis should be given to job placement by an individual instructor or counselor who is committed to seeing that students obtain employment related to training.

8. The job placement system or persons with the responsibility should be prepared to provide individualized attention to students seeking employment, to provide sound up-to-date information about local job market opportunities, to work at job development with local employers and to make students aware of available job placement assistance.

9. Financial assistance should be available for youths and adults who need it to enroll and/or stay in vocational education programs.

10. A linkage between instruction, student support services and student assistance should be provided through the classroom in a concerted and comprehensive manner throughout the training period. This is particularly important to adult students who may have been out of school for a prolonged period.

These ten program elements may already be used as a framework for evaluation by some state and local vocational education agencies. Nevertheless, this study reinforces their validity and strengthens the position that they are critical elements for vocational education programs serving educationally and economically disadvantaged youths and adults.

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I: A STUDY OF THE NONTRADITIONAL AND SOCIAL IMPACT OF VOCATIONAL EDUCATION ON INDIVIDUALS IN ILLINOIS

Introduction

In Fall 1978 the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, initiated a longitudinal case study of selected students enrolled in a variety of vocational programs within the State. In total 125 students in eight selected program sites were used as the sample. Illinois, like other states using federal funds under Title II, Vocational Education, Education Amendments of 1976 (PL 94-482), conducts annual follow-up studies of vocational education students; however, such traditional procedures seldom provide a definitive body of information about the impact of vocational programs on individual students over time. For this reason, the State initiated a longitudinal study of vocational students which included such measures as student job satisfaction, occupational progression, mobility, and continuation of education in order to respond to a call for such information suggested by the Committee on Vocational Education Research and Development (COVERD). The report, Assessing Vocational Education Research and Development, was prepared for the National Academy of the Sciences in 1976 by COVERD.

Purpose of the Study

The purpose of the longitudinal study reported in this document was to provide information for state and local program planners and managers that will aid them to understand better the factors that help youths and adults who take vocational programs find work and succeed in their occupational and personal lives. Thus, the study reflects the State's interest in the "nontraditional and social" impacts as well as the traditional measure of employment upon program completion. The latter is critical, but in the face of increased numbers of disadvantaged, minority, or handicapped persons who are taking vocational programs and the emerging force of women who now seek the benefits of vocational education, it is also important to obtain better insights on the special needs and barriers to program and employment success of such nontraditional populations.

For purposes of this study, nontraditional impacts were deemed to be those determinable factors aside from and in addition to job placement. These included 1) the quality of employment after training compared with previous gainful employment as measured by wage level, employee benefits, career advancement opportunities, and worker satisfaction; 2) student perceptions of their well being as a result of their vocational training; and 3) student assessment of the value and impact of vocational training on their lives and experiences after leaving the program.

The term social impact, as used in this study, refers to the involvement of students in school, community, social, political, and/or church related activities after their participation in vocational education programs compared with their experiences prior to such training. There are no easily defined relationships between employment and the social activities noted here, but this area of investigation was included in the study in an attempt to see if completion of a specific vocational education program and finding employment ignited a sense of awareness and involvement in such affairs that had not previously been the case for many of the students who had come from educationally or economically disadvantaged backgrounds.

Procedures Used in the Study

Longitudinal case studies are an appropriate way to determine the impact of vocational education on individual students in a manner not ordinarily achieved with conventional student follow-up techniques that emphasize statistical summaries and comparison of large groups. Once the study design was agreed upon by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, the study procedures fell into five major phases. Each major phase and the sequence in which it occurred are noted below.

Phase I: Sample Program Site Selection

During the first project year (1978-79), the study team conferred with the managers and professional staff of the Department of Adult, Vocational and Technical Education to identify appropriate vocational program sites for the study. Numerous state agencies were consulted during the selection process. Included were the Department of Corrections, Department of Public Aid, Department of Vocational Rehabilitation, Department of Mental Health, Department of Children and Family Services, the Migrant Council, and the Illinois State Advisory Council for Adult, Vocational and Technical Education. Institutions of higher education that provided input for the study were the University of Illinois, Illinois State University, and the Illinois State Board of Community Colleges. After consideration of various factors including geographic regions within the State, size and scope of program offerings at various program sites, characteristics of the target populations served, and the willingness of the administration and staff to participate in the study, eight program sites were approved by the Department of Adult, Vocational and Technical Education. The sites are listed below.

1. DuPage Area Vocational Education Authority (DAVEA), Addison, IL
2. Joliet Central High School, Experienced Based Career Education (EBCE), Joliet, IL
3. Quincy High School, Work Experience Career Exploration Program (WECEP), Quincy, IL

4. Rend Lake Community College, Early School Leaver (ESL) Program, Rend Lake, IL (a secondary program)
5. William L. Dawson Skill Center, Chicago, IL
6. Joliet Junior College, CETA Program, Joliet, IL
7. Ordill Career Development Center, Ordill Area, IL
8. Cairo-Egyptian Adult Center, Cairo, IL.

Location of these programs sites is noted on Figure 1. The first four programs listed served secondary youth and the second four served adult or post-secondary populations. Appendix A contains a brief description of each sample program site.

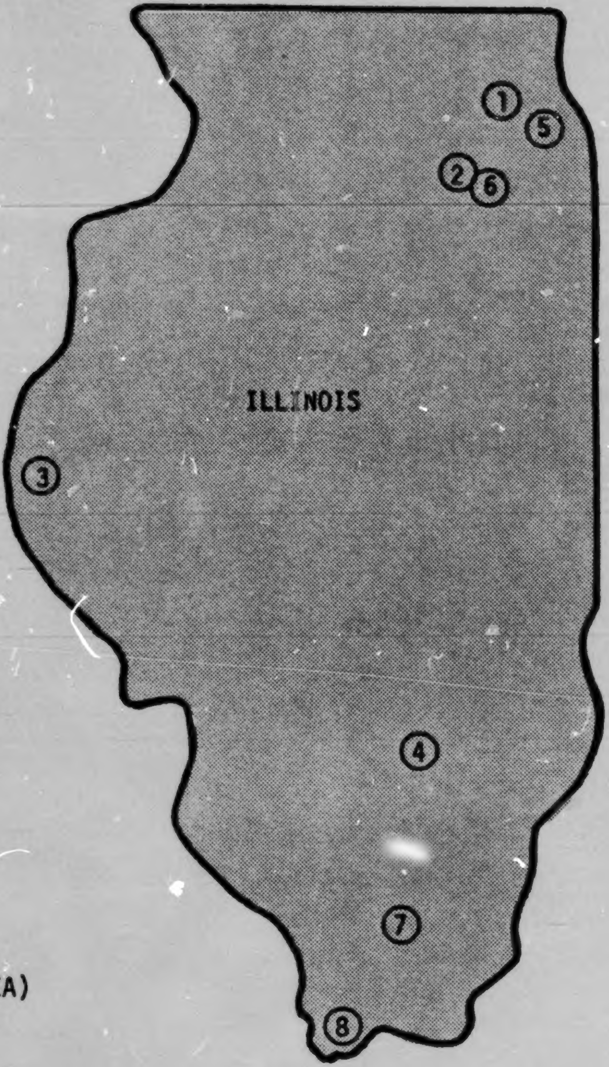
Phase II: Design of Major Research Themes and Data Elements of the Study

During the same time that sample program sites were being selected, data collection forms and procedures were designed. This process involved a review of existing longitudinal studies that were being conducted by other research institutions and universities throughout the nation. The National Longitudinal Surveys of Labor Market Experience (NLS) conducted by the Center for Human Resource Research at Ohio State University, the High School and Beyond project conducted by the National Center for Educational Statistics, Washington D.C., and the Youth in Transition project conducted by the Institute for Social Research at University of Michigan, along with other studies conducted by agencies within Illinois were used to identify appropriate areas of inquiry for the student survey.

Once a careful review was made of the type of information that should be used for baseline files, instruments were designed to record such data so that they could be updated and expanded as necessary each year that the study was conducted after the initial project year. Among the major areas of investigation in the study were the student's 1) prior

Figure 1

LOCATION OF VOCATIONAL PROGRAM SITES USED FOR CASE STUDY SAMPLE SELECTION



1. DuPage Area Vocational Education Authority (DAVEA)
2. Joliet Central High School
3. Quincy High School
4. Rend Lake Community College
5. William L. Dawson Skill Center
6. Joliet Junior College
7. Ordill Career Development Center
8. Cairo-Egyptian Adult Center

educational background, 2) employment history, 3) training experiences, 4) community and social involvement, and 5) personal assessment of former and future career plans. This information was established in baseline case files so that changes in each of these areas could be recorded and analyzed over subsequent periods. The original files were securely housed in the Department of Adult, Vocational and Technical Education offices, Springfield, Illinois.

Phase III: Case Study Sample Selection and Initial Contact

By design a longitudinal study covers a set of characteristics or data elements over two or more points in time. This study has covered three annual contacts beginning with an indepth interview with each case subject in 1978-79 while she or he was still enrolled in a vocational education program in one of the eight program sites noted. Although the information obtained from each case subject was recorded systematically, the methodology used placed emphasis on individual students rather than on programs and provides a different frame of reference for identifying the impact of training and support services on students.

The sample of students included in the study were selected after a general survey of students had been conducted in each of the program sites to determine the prior vocational training experiences and demographic characteristics of the students. The original target population for the study was 100 students; however, in anticipation of some loss of student contact over time, a larger sample was selected. Final selection of 125 students was made with the assistance of program site professional staff. (The original sample included 126 students, but one student died during the first year of the study; thus, the analysis of findings reported in this document is based on the remaining 125 students.) The number of students selected from each site was proportionate to the size of the student population at each site to the target population. The sample size from the sites ranged from nine at Joliet Central High School to 28 at William L. Dawson Skill Center. The student sample at each program site reflected the composition and demographic characteristics of the population served in terms of age, sex, and ethnic group.

Initial student contacts were made during individual structured interviews with a study team member at the program site. Interviews lasted from one to two hours. During the interviews, the purpose of the study was explained to the students and all were given the opportunity to decline further involvement. At the same time arrangements for further contacts during subsequent years were made for those who wished to continue. All students who participated in the study did so voluntarily and signed a permission agreement form. A sample of this permission agreement and the data recording instrument used during 1980-81, the third year of the study, to record and update case information appears in Appendix B.

Phase IV: Follow-up Contacts

Due to the emphasis placed on students rather than on programs, all information obtained from students was done through personal interviews during the first year of the study. During the two subsequent years, a combination of personal and telephone interviews along with written surveys and correspondence was used. Annual follow-up interviews lasted from one to three hours and were conducted by the same study team member who had initially interviewed each case. This procedure helped to ensure continuity in the study and strengthened rapport between the individual students and the study team. Interviews were conducted at mutually agreed upon times and locations which included residences of students, work places, and training or school sites.

During 1979-80, 107 of the original possible 125 cases were contacted. In 1980-81, the third year of the study, 108 cases were contacted. When contact for either or both follow-up years is considered, 117 of the 125 cases were contacted in one or both years; thus, 94 percent of the original student sample had some contact after leaving the program. Table 1 shows by program site the percent of original cases with whom contact was made for each project year. This table indicates the percent of secondary students and adult (post-secondary) students who were contacted each year. As can be seen, each year a slightly higher percent of secondary students were contacted than were adults. This is partially explained by the fact that many secondary students in the study were either still in school and/or resided in their hometown for the duration of the study. In contrast, some adults who could not be located did not leave forwarding addresses and alternative contact persons did not know how to reach them. This was true for the southern part of the State in which the Cairo-Egyptian Adult Center was located. A summary of individual case study subject contacts by project year appears in Appendix C.

As a group, the demographic characteristics of the responding cases were similar to the original group of students included in the study. These characteristics are shown for each year in Table 2. As can be seen from Table 2, a slight increase in the percent of White students who were contacted in the third year of the study was matched by a corresponding decrease in the percent of Black students followed. Five Black and three White students were lost after the first year of the study and subsequent contact with them was not possible because their whereabouts were not known. One White and three Black students were female; two Black and two White students were male.

The purpose of the follow-up interviews and contacts were to obtain, first hand, information from each student about his or her work and educational experiences during and after enrolling in the vocational programs and to obtain updated personal and career plans and circumstances. Students were assured confidentiality in that no person would be identified by name in published study reports. In order to maintain continuity in the longitudinal cases as well as to maintain the

Table 1

SUMMARY OF PERCENT OF SAMPLE STUDENTS CONTACTED EACH PROJECT YEAR BY PROGRAM SITE

Program Site	Number of Original Cases	Percent Contacted Each Project Year		
		1978-79	1979-80	1980-81
1. DuPage Area Vocational Education Authority	26	100.0%	84.6%	96.2%
2. Joliet Central High School	9	100.0	100.0	100.0
3. Quincy High School	10	100.0	90.0	100.0
4. Rend Lake Community College	11	100.0	90.9	81.8
Subtotal Secondary	56	100.0%	89.3%	94.6%
5. William L. Dawson Skill Center	28	100.0	75.0	78.6
6. Joliet Junior College	9*	100.0	100.0	100.0
7. Ordill Career Development Center	21	100.0	85.7	85.7
8. Cairo Egyptian Adult Center	11	100.0	81.8	54.5
Subtotal Adults	69	100.0%	82.6%	79.7%
GRAND TOTAL	125	100.0%	85.6%	86.4%

* One of the original ten case subjects died in 1979. Percents shown are based on the remaining nine possible cases.

Source: Compiled by CARVELL Education Management Planning, Inc. May 1981.

Table 2

COMPARISON OF DEMOGRAPHIC CHARACTERISTICS OF SAMPLE STUDENTS CONTACTED EACH PROJECT YEAR

Demographic Characteristics	Percent of Sample Cases 1978-79 Original Sample (n=125)	1979-80 Second Contact (n=107)	1980-81 Third Contact (n=108)
SEX:			
Male	44%	42%	42%
Female	56	58	58
ETHNIC GROUP:			
White	60%	62%	63%
Black	29	27	26
Hispanic	8	8	7
All Others	3	3	4
AGE GROUP (When Initially Contacted):			
Under 20 years	50%	48%	49%
20-29 years	30	31	30
30-44 years	17	18	17
Over 44 years	3	4	4

Source: Compiled by CARVELL Education Management Planning, Inc. May 1981.

confidentiality of the students, each case was assigned a nine digit code number. This code number allowed classification of all cases by six data analysis components.

1. Program site (2 digits)
2. Student subgroup category (1 digit)
3. Individual student identity number (2 digits)
4. Sex of case (1 digit)
5. Ethnic group of case (1 digit)
6. Major USOE vocational program code (2 digits)

A detailed explanation for each category of the code numbers appears in Appendix D.

Phase V: Analysis of Information and Interpretation

The approach to data collection and the process of maintaining personal contact with cases in the study falls into what could be called humanistic or naturalistic inquiry. This system attempts to combine an organized and systematic process of gathering and analyzing information over time with allowance to pursue new areas of investigation as they reveal themselves and become relevant. All information obtained from the students in the study was recorded on instruments and maintained in case files which were updated annually. Information on the case files was analyzed by microcomputer and by the study team to render both statistical comparisons as well as social and human examples of the impact of vocational education on individuals in the study. The analysis of findings from the study were divided into the following nine categories: 1) geographic mobility, 2) education and training, 3) former employment/occupational patterns, 4) post-training employment/occupational patterns, 5) family/household patterns, 6) social and community involvement, 7) student ratings of selected factors in their vocational programs, 8) post-training assessment of program impact, and 9) major

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medical/health problems affecting education or work. The procedures used in this study provide the analysis of individual student responses in each of these areas so that changes over time can be identified. Furthermore, student responses to selected topics have been analyzed by program site, sex, geographic location, and level of training. Findings and information for each case subject by program site are summarized on tables shown in Appendix E. Analyses of total responses were made for each topic covered in the study. To highlight the detailed experiences of the students, 20 cases were selected for special study and further contact so that written descriptive narratives could be developed. These profiles have been included in Appendix H and demonstrate the diversity and broad reaching impact of vocational education on individuals in Illinois.

Special Considerations and Study Limitations

The study reported here is, on a small scale, a pioneering effort by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, to develop a system to obtain longitudinal information about the impact vocational education programs have on individual youths and adults who take them. This system is designed to be integrated with statewide data collection and follow-up efforts. For this reason the study had as an objective not only to gather such information from a sample of students but to develop a system that could be utilized by program sites in the future. Thus, procedures used needed to be simple to administer and maintain.

It is important to note that the sample of students used in this study were not conventional secondary school vocational students. Two of the secondary programs used for this study were designed to serve special student populations who had either dropped out of school or who were identified as potential dropouts. The other two secondary sites were special in that one was an Experience Based Career Education (EBCE) program which used community locations as training sites. The other secondary site was a large area vocational center serving some 20 high schools in a suburban county near Chicago. Thus, none of the secondary program sites used in this study were traditional in the typical sense of offering entry-level vocational training in a conventional high school setting.

The four post-secondary or adult program sites served nontraditional student populations which were economically disadvantaged. The students were often part of a CETA training program. Many had experienced extended periods of unemployment, had not succeeded in their former school experiences, and had received various state, federal and/or local financial assistance benefits prior to or while taking their vocational program. Another special consideration that affected the study procedures and the approach that was used in contacting the case study subjects was the fact that many of the youths and adults included in the study were wary of being "studied" or used for sociological studies. The personal approach used with each case subject was deliberately done so that oral and face to face communications could be used as the principal means of obtaining information. Although some short survey forms were used to collect information, no lengthy paper and pencil tests or data gathering instruments were administered.

The special considerations related to the sample program sites and the characteristics of the students in the study each place certain limitations on the generalizations that can be drawn from the findings even though they may be valid for the population studied.

Organization of the Report

Each project year technical reports were submitted to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section. These reports outlined objectives and procedures for each year along with preliminary findings and conclusions based on the activities that had been undertaken. The reports are on file in the Research and Development Section.

The following chapters of this report provide highlights from the analysis of data and the experiences of the vocational students from whom information was available after three years of contact. Chapter II contains a summary of the three year findings from the sample cases. Chapter III contains some of the major themes that emerged in the lives and occupational patterns of 20 special cases that were used to illustrate the variety of impacts on individuals who had taken vocational education programs at secondary or post-secondary levels.

II: SUMMARY OF FINDINGS FOR THE THIRD YEAR OF THE LONGITUDINAL CASE STUDY, 1980-1981

In 1979-1980, 107 student cases in the original sample of 125 were contacted. During the 1980-1981 project year, 108 cases (86%) were contacted. It is noteworthy that even though the two years rendered about the same number of student contacts, there was a slight internal shift in the cases from whom information was obtained. For example, in the third year, contact was reestablished with 10 student cases who had not been reached during the previous project year. At the same time, nine students who had been interviewed during 1979-1980 could not be located in 1980-1981. The net result of this internal shift meant that some information was obtained for one or two annual follow-up contacts from 117 of the 125 (94%) in the original sample.

Due to the variation in number of respondents for project years, the following discussion of various topics will clearly note the numeric base upon which any percentages are given.

MAJOR FINDINGS

The topics covered and analyzed in this longitudinal case study fell into nine general categories: 1) geographic mobility, 2) education and training, 3) former employment/occupational patterns, 4) post-training employment/occupational patterns, 5) family/household patterns, 6) social and community involvement, 7) student ratings of selected factors in their vocational programs, 8) post-training assessment of program impact, and 9) major medical/health problems affecting education or work.

These topics are addressed in the remainder of this chapter. An explanation of the topics or necessary definitions are presented along with major findings for the third year of the study. Unless a particular trend or important point is to be made, statistical comparisons between follow-up years are not emphasized because they have little significance after only two years. Study team comments and/or interpretations are noted for each of the major topics covered as deemed appropriate by the study team. These are identified separately from the text.

The basis for the following discussion is the information shown on Table 3 which presents a summary of responses to each topic or identifying characteristic by program site. The number and percent of the total case responses for each topic are shown in the right-hand columns. Backup information for the totals shown for each program site on Table 3 can be found in Appendix E. Additional tables related to some topics are included throughout this chapter to highlight program impact on particular subgroups.

Before program impact can be realistically assessed, it is benficial to recognize the characteristics of the sample population of this study. The demographic characteristics of the group were presented earlier. Information related to geographic mobility, education and training, and former employment/occupational patterns lends further insight from which to weigh vocational program outcomes identified during this study.

Geographic Mobility

Geographic mobility can describe several factors. First, it can be an indicator of whether or not Illinois, or any state, is providing training for a large population of students who were born and raised in the State or were born elsewhere and migrated to it. Second, and possibly more important, geographic mobility can indicate whether students received training in one location and moved to another labor market within or outside the State for employment.

TABLE 3

SUMMARY OF CASE SUBJECT CHARACTERISTICS

IDENTIFYING CHARACTERISTICS / SAMPLE PROGRAM SITE	DAWSON	JOLIET J.C.	JOLIET H.S.	D.A.V.E.A.	QUINCY H.S.	REND LAKE	ORDILL	CAIRO-EGYPT.	TOTALS Number of Cases	TOTALS Percent of Cases
NUMBER OF CASES FOLLOWED: 1979-80 Project Year	21	9	9	22	9	10	18	9	107	86%
1980-81 Project Year	22	9	9	25	10	9	18	6	108	86%
One or Both Years	24	9	9	26	10	11	19	9	117	94%
Original Sample	26	9	9	26	10	11	21	11	125	100%
•GEOGRAPHIC MOBILITY										
. BORN IN STATE	8	6	9	21	10	8	14	3	79/117	68%
. RESIDENT OF SAME AREA FOUR OR MORE YEARS	20	7	9	25	10	9	16	8	104/117	89%
. RESIDES IN SAME AREA AFTER TRAINING: 1979-80	24	9	9	25	9	10	15	9	110/117	94%
1980-81	21	7	9	22	8	9	12	5	93/117	79%
. MOVED WITHIN THE STATE TO:										
CITY/URBAN AREA	1	--	--	--	--	--	--	--	1/117	1%
SUBURBAN AREA	--	--	--	1	--	--	--	--	1/117	1%
RURAL AREA	--	--	--	--	1	--	1	--	2/117	2%
. MOVED OUT OF THE STATE TO:										
CITY/URBAN AREA	--	1	--	--	1	--	3	--	5/117	4%
SUBURBAN AREA	--	1	--	2	--	--	1	--	4/117	3%
RURAL AREA	--	--	--	--	--	--	1	1	2/117	2%
. REASON FOR MOVING:										
TAKE JOB/SEEK WORK	--	--	--	--	--	--	4	1	5/117	4%
LOST JOB	--	1	--	--	--	--	--	--	1/117	1%
PERSONAL/FAMILY	1	1	--	--	--	--	1	1	4/117	3%
SCHOOL/TRAINING	--	--	--	2	--	--	--	--	2/117	2%
HEALTH/MEDICAL	--	--	--	--	--	--	--	--	--	--
OTHER	--	1	--	1	2	--	1	--	5/117	4%
•EDUCATION & TRAINING										
. RECEIVED PRIOR VOC. EDUC. TRAINING	7	3	1	5	--	4	7	3	30/117	26%
. COMPLETED HIGH SCHOOL OR G.E.D.	24	9	9	25	--	7	16	4	94/117	80%
. COMPLETED DESIGNATED VOC. EDUC. TRAINING PROGRAM	18	9	9	25	10	9	19	6	105/117	90%
. ENROLLED/CONTINUED FURTHER VOC. TRAINING OR SCHOOLING:										
FULL-TIME	3	2	6	13	4	4	2	3	37/117	32%
PART-TIME	--	1	--	4	3	--	1	--	9/117	8%
RELATED TO FORMER TRAINING	3	1	4	12	3	2	2	2	29/46	63%
RELATED TO PRESENT JOB	1	1	2	5	--	2	--	--	11/46	24%

SHADED AREA INDICATES SECONDARY PROGRAMS

TABLE 3 Continued

SUMMARY OF CASE SUBJECT CHARACTERISTICS

IDENTIFYING CHARACTERISTICS (SAMPLE PROGRAM SITE ➡)	DAWSON	JOLIET J.C.	JOLIET H.S.	D.A.V.E.A.	QUINCY H.S.	REND LAKE	ORDILL	CAIRO-EGYPT.	TOTALS Number of Cases	TOTALS Percent of Cases
• FORMER EMPLOYMENT PATTERNS										
. HELD JOB(S) PRIOR TO TRAINING PROGRAM	24	9	7	25	10	11	17	7	110/117	94%
SKILLS REQUIRED WERE LOW LEVEL	8	3	7	17	10	8	11	5	69/117	59%
HIGHEST PRIOR WAGE WAS AT OR BELOW MINIMUM WAGE LEVEL	6	3	7	16	10	7	9	5	63/117	54%
• POST-TRAINING EMPLOYMENT (1980-81)										
• FULL-TIME	10	6	4	12	--	3	12	--	47/108	44%
• PART-TIME	6	--	4	9	7	--	2	2	30/108	28%
• RELATED TO FORMER TRAINING	12	4	3	11	2	2	8	--	42/108	39%
• UNRELATED TO FORMER TRAINING	4	2	5	10	5	1	6	2	35/108	32%
. EMPLOYMENT SINCE TRAINING HAS BEEN STEADY	12	4	5	20	5	1	11	--	58/108	54%
. HAVE BEEN UNEMPLOYED SINCE TRAINING FOR A PERIOD OF:										
ONE MONTH OR LESS	--	--	--	--	--	--	--	--	--	--
TWO TO SIX MONTHS	3	3	1	--	1	1	3	1	13/108	12%
OVER SIX MONTHS	7	2	3	4	4	6	4	5	35/108	32%
. NOT NOW EMPLOYED, BUT WAS SOMETIME AFTER TRAINING IN A JOB THAT WAS:										
RELATED FULL-TIME	2	3	--	1	--	1	2	1	10/108	9%
RELATED PART-TIME	--	--	--	--	1	--	--	1	2/108	2%
UNRELATED FULL-TIME	1	--	--	--	--	1	2	--	4/108	4%
UNRELATED PART-TIME	1	--	--	--	1	1	--	--	3/108	3%
. SINCE LEAVING TRAINING, CASE SUBJECT HAS:										
WORKED IN SAME OCCUPATION	12	5	6	18	5	--	11	--	57/108	53%
CHANGED OCCUPATIONS	5	2	2	3	2	3	3	2	22/108	20%
WORKED FOR THE SAME EMPLOYER	11	5	6	18	5	1	7	--	53/108	49%
CHANGED EMPLOYER	6	2	2	3	2	2	5	2	24/108	22%
BEEN FIRED	1	--	--	--	--	--	--	1	2/108	2%
BEEN LAID OFF	2	3	1	--	--	1	4	2	13/108	12%
QUIT HER/HIS JOB	1	1	1	--	2	2	1	1	9/108	8%
RECEIVED A PROMOTION	2	3	2	3	--	2	2	--	14/108	13%
RECEIVED ON-THE-JOB TRAINING	7	1	4	12	3	2	6	1	36/108	33%
RECEIVED COMPANY/UNION TRAINING	2	--	--	--	--	1	2	--	5/108	5%
RECEIVED RAISE	7	7	3	17	2	3	8	--	47/108	44%
OTHER	--	1	--	--	1	--	--	--	2/108	2%

TABLE 3 Continued

SUMMARY OF CASE SUBJECT CHARACTERISTICS

IDENTIFYING CHARACTERISTICS	SAMPLE PROGRAM SITE	DAWSON	JOLIET J.C.	JOLIET H.S.	D.A.V.E.A.	QUINCY H.S.	REND LAKE	ORDILL	CARIO-EGYPT.	TOTALS Number of Cases	TOTALS Percent of Cases
• POST-TRAINING EMPLOYMENT PATTERNS Continued											
. POST-TRAINING WAGE LEVEL IS HIGHEST		17	8	7	21	1	3	16	5	78/117	67%
. EXPRESSED JOB SATISFACTION:	1979-80	3	7	6	10	8	1	7	4	46/107	43%
	1980-81	13	7	6	19	6	2	8	1	62/108	57%
. UNION MEMBERSHIP:	BEFORE TRAINING	3	1	--	3	--	1	3	2	13/117	11%
	1979-80	1	4	--	1	--	--	1	--	7/107	7%
	1980-81	6	4	--	3	--	1	1	--	15/108	14%
. RECEIVED EMPLOYEE BENEFITS:	BEFORE TRAINING	12	6	2	11	--	5	4	4	44/117	38%
	1979-80	4	6	2	4	1	--	6	1	24/107	22%
	1980-81	11	8	4	13	--	2	7	--	45/108	42%
• FAMILY/HOUSEHOLD PATTERN											
. HAD VALID DRIVER'S LICENCE:	BEFORE TRAINING	10	7	7	26	1	9	19	8	87/117	74%
	1979-80	14	9	8	21	5	9	15	8	89/107	83%
	1980-81	12	9	9	24	8	7	16	4	89/108	82%
. HEAD OF HOUSEHOLD		16	5	1	--	--	8	12	2	44/117	38%
. SINGLE HEAD OF HOUSEHOLD		12	4	1	--	--	7	5	--	29/117	25%
. NUMBER OF MINOR DEPENDENTS		30	14	1	--	1	10	23	8	87	--
. RECEIVED PUBLIC OR STATE AID:	BEFORE TRAINING	24	9	--	--	--	11	19	9	72/117	62%
	1979-80	--	--	--	--	--	--	--	2	2/107	2%
	1980-81	5	1	--	--	--	4	3	2	15/108	14%
• SOCIAL & COMMUNITY INVOLVEMENT											
. REGISTERED TO VOTE:	BEFORE TRAINING	17	3	--	2	--	2	6	8	38/117	32%
	1979-80	13	4	2	4	--	2	5	7	37/107	35%
	1980-81	19	6	5	13	--	3	9	4	59/108	55%
. INVOLVED IN SCHOOL ACTIVITIES:	BEFORE TRAINING	4	2	4	7	3	--	2	--	22/117	19%
	1979-80	3	2	1	1	--	--	1	--	8/107	7%
	1980-81	5	1	2	1	2	--	1	--	12/108	11%

TABLE 3 Continued

SUMMARY OF CASE SUBJECT CHARACTERISTICS

IDENTIFYING CHARACTERISTICS / SAMPLE PROGRAM SITE ➧	DAWSON	JOLIET J.C.	JOLIET H.S.	D.A.V.E.A.	QUINCY H.S.	REND LAKE	ORDILL	CAIRO-EGYPT.	TOTALS	
									Number of Cases	Percent of Cases
• SOCIAL & COMMUNITY INVOLVEMENT Continued										
• INVOLVED IN COMMUNITY/NEIGHBORHOOD ACTIVITIES:										
BEFORE TRAINING	13	4	4	4	--	2	4	1	32/117	27%
1979-80	7	3	--	2	--	2	2	1	17/107	16%
1980-81	7	3	1	1	1	--	3	--	16/108	15%
• INVOLVED IN CHURCH/CLUB ACTIVITIES:										
BEFORE TRAINING	15	1	--	2	--	1	2	3	24/117	21%
1979-80	10	1	--	1	--	1	--	2	15/107	14%
1980-81	14	2	2	2	--	--	2	--	22/108	20%
• RATING OF SELECTED PROGRAM FACTORS										
• RATED COUNSELING AS HELPFUL: DURING TRAINING	10	6	4	10	5	7	7	1	50/117	43%
1979-80	8	5	4	6	3	5	5	5	41/107	38%
1980-81	12	8	6	14	4	5	7	4	60/108	56%
• RATED TEACHER CONCERN AS HELPFUL: DURING TRAINING	12	--	--	23	6	2	14	3	60/117	51%
1979-80	10	5	3	15	4	7	10	4	58/107	54%
1980-81	18	8	7	20	6	6	13	4	82/108	76%
• RATED TRAINING AS REALISTIC: DURING TRAINING	13	--	--	14	2	--	15	6	50/117	43%
1979-80	10	6	2	16	3	1	8	5	51/107	48%
1980-81	17	8	7	22	6	5	10	3	78/108	72%
• RATED SUPPORT OF OTHER STUDENTS IMPORTANT: DURING TRAINING	11	--	--	18	1	1	13	4	48/117	41%
1979-80	16	3	3	13	5	5	8	5	58/107	54%
1980-81	17	8	9	23	6	6	14	4	87/108	81%
• RECEIVED FINANCIAL AID AS PART OF PROGRAM	24	9	--	--	--	11	19	9	72/117	62%
• RATED FINANCIAL AID AS VERY HELPFUL: DURING TRAINING	14	6	--	--	--	8	17	--	45/72	63%
1979-80	17	6	--	--	--	8	12	8	51/67	76%
1980-81	22	7	--	--	--	7	16	5	57/64	89%

TABLE 3 Continued

SUMMARY OF CASE SUBJECT CHARACTERISTICS

IDENTIFYING CHARACTERISTICS / SAMPLE PROGRAM SITE ➡	DAWSON	JOLIET J.C.	JOLIET H.S.	D.A.V.E.A.	QUINCY H.S.	REND LAKE	ORDILL	CAIRO-EGYPT	TOTALS NUMBER OF CASES	TOTALS PERCENT OF CASES
• POST-TRAINING ASSESSMENT OF PROGRAM IMPACT										
. IDENTIFIED TRAINING AS AN IMPORTANT FACTOR IN:										
ENTERING PRESENT OCCUPATION	14	6	4	19	2	2	8	1	56/108	52%
DEVELOPING POSITIVE SELF-IMAGE	13	8	7	17	5	5	10	4	69/108	64%
CHANGING LIFE/WORK EXPECTATIONS	16	7	6	18	4	4	8	4	67/108	62%
. TRAINING PROVIDED MORE THAN JOB SKILLS	12	8	6	16	5	2	9	4	62/108	57%
. CONSISTENCY AND STRUCTURE WERE IMPORTANT FACTORS LEADING TO SUCCESS IN THE TRAINING PROGRAM	12	7	5	22	3	5	8	4	66/108	61%
• HEALTH & MEDICAL PROBLEMS										
. MEDICAL PROBLEM(S) AFFECTED SCHOOL, TRAINING, OR JOB SOMETIME BEFORE OR DURING TRAINING	3	--	1	2	--	3	1	1	11/108	10%
. MEDICAL PROBLEM(S) AFFECTED CASE SUBJECT SOMETIME AFTER LEAVING TRAINING PROGRAM	8	1	--	2	--	2	4	3	20/108	19%

COMPLIED BY CARVELL EDUCATION MANAGEMENT PLANNING, INC. FROM CASE FOLLOW-UP FILES, MARCH 1981.

Based on the study sample and follow up, geographic mobility, as indicated by place of birth and length of residence, were stable:

- 68 percent of the student cases were born in Illinois
- 89 percent had resided for at least four years in the same area in which they attended vocational programs
- Two years after training, 79 percent still lived in the same area, compared to 94 percent one year after training
- Of those who moved away from the area in which they were trained, 4 percent moved within the State and 9 percent moved out of the State.

Comment: These findings indicate that for the main part Illinois is training its own populations. There is a further implication related to the limited mobility pattern among both youths and adults in this study; i.e., vocational programs need to be strongly oriented to local labor market needs and occupational opportunities.

Education and Training

As a group, the sample population in this study had minimum prior experiences related to vocational education or training. Twenty-six percent (26%) had participated in vocational education prior to the program in which they were first interviewed for this study. Prior vocational education was defined as education or training for job entry received in secondary schools, trade or other post-secondary schools, the military service, or through public training programs designed for entry into the job market, such as CETA training programs.

Educational attainment (high school completion or obtaining a G.E.D. certificate) was increased for the sample population during the three year study. Only 64 percent of the original sample of 125 had completed high school or had received a G.E.D. certificate. By 1980-1981 the percent had increased to 80 percent. This percentage must be viewed in light of the fact that seven secondary youths were still in high school.

An encouraging result of follow up was that 90 percent of the student cases contacted in either or both years completed their vocational programs. When the prior pattern of lack of success in formal educational settings is considered for some of the sample, this is a marked improvement over previous completion records in which only 67 percent of the 30 cases who had taken vocational training programs prior to the study had completed them. The importance of program completion on post-training employment patterns is discussed more fully later in this chapter.

> Comment: Based on this study sample, the youths and adults that were served through vocational education had little or no previous exposure to such training. Three fourths had not previously taken any vocational education programs or job-specific training. The low level of prior vocational training among the adult population in this study sample also challenges any general assertion that disadvantaged adults enroll in one publicly funded training program after another. This is further supported when the low number of post-secondary cases currently in training or school is analyzed. However, vocational programs do appear to lead to related advanced training programs for some secondary student cases.

Former Employment Patterns

Ninety-four percent (94%) of the sample had held prior jobs; however, 59% of the prior jobs held were low skilled. For 54% of the cases, the highest former wages earned were at or below the federal minimum wage level. As a pattern, the majority of those who had worked had a work history of low-skill, low-pay and short-term employment. It should be noted that most of the adults in the sample had been unemployed for a period ranging from 12 to 18 weeks prior to entering their vocational programs. Unemployed status was a requirement for participation in certain training programs. Secondary students were often beginning their employment histories and had little prior skill training.

> Comment: The prior work histories of the sample cases serve as a basis for subsequent program outcomes and comparisons on change in employment, wage levels, employee benefits and satisfaction with work which is discussed later.

Post-Training Employment/Occupational Patterns

Employment is a traditional measure of success for students in vocational education. In this study, employment patterns were analyzed to determine not only whether or not vocational students found jobs, but whether such jobs were an improvement over the type and quality of employment that had previously been held.

Employment patterns discussed in this section were analyzed in several ways. Patterns of employment were compared for completers and non-completers of training programs. The program level at which the vocational education was taken was considered. This takes into consideration broad age patterns in that the secondary programs generally served youths under age 20 and most of the post-secondary students were in their 20s or early 30s at the time of taking their programs. The sex of the cases was analyzed related to type of work, nontraditional job patterns, earnings, and job satisfaction. Generally, it followed that in geographic areas in which employment opportunities were high, case subjects had better success in finding employment. Those students located in and around the Chicago metropolitan area found jobs more readily than did those in the rural southern part of Illinois. This factor appears significant when the geographic mobility was limited for the great majority of the vocational students in this study.

Employment factors analyzed and summarized in this section are separated and discussed below.

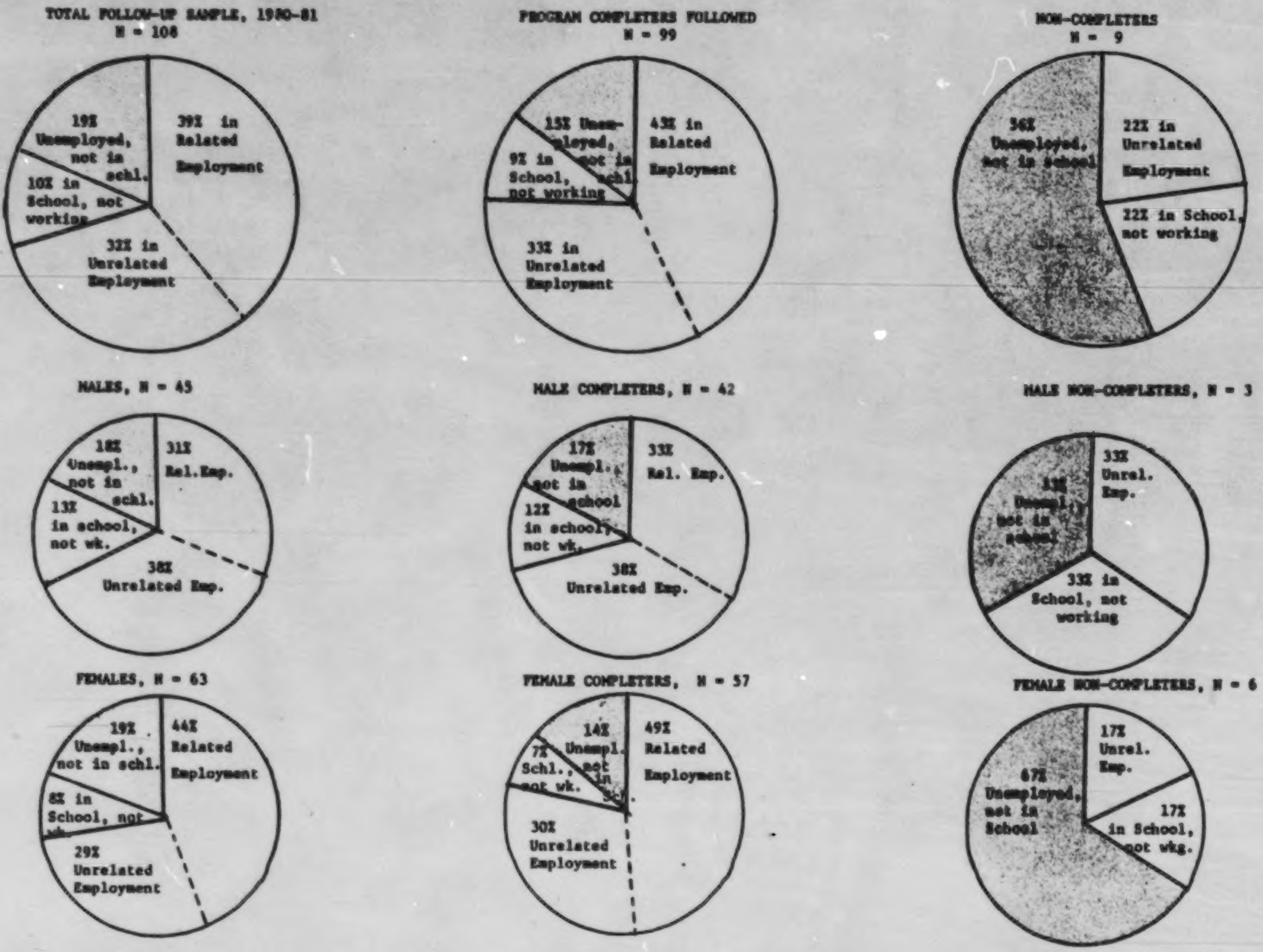
Program Completion and Post-Training Employment

Of the 108 cases subjects followed in 1980-1981, 71 percent were gainfully employed, full- or part-time. Thirty-nine percent (39%) of those followed were employed in related occupations. Thirty-two percent (32%) worked in unrelated jobs. See Figure 2. The 32 percent who were in unrelated employment was accounted for in part by the young men who were in school full-time and working in unrelated jobs; however, their continued education was usually related to prior training.

Ninety-two percent (92%) followed in 1980-1981 completed the programs in which they were enrolled at the start of the study. Program completers were more apt to be employed. None of the nine non-completers was employed in a job related to his or her vocational program. Only two non-completers were employed part-time (none full-time). These two held jobs in which they were dissatisfied. Two other non-completers were in school full time. Although the number is small, when 1979-1980 data were compared with the 1980-1981 data in Figure 3, the pattern of high unemployment for non-completers remained. The level of employment for non-completers was considerably lower than among program completers regardless of the level at which the program was taken or the sex of the student.

Figure 2

COMPARISON OF EMPLOYMENT PATTERNS RELATED TO TRAINING, BY SEX FOR THOSE FOLLOWED IN 1980-1981

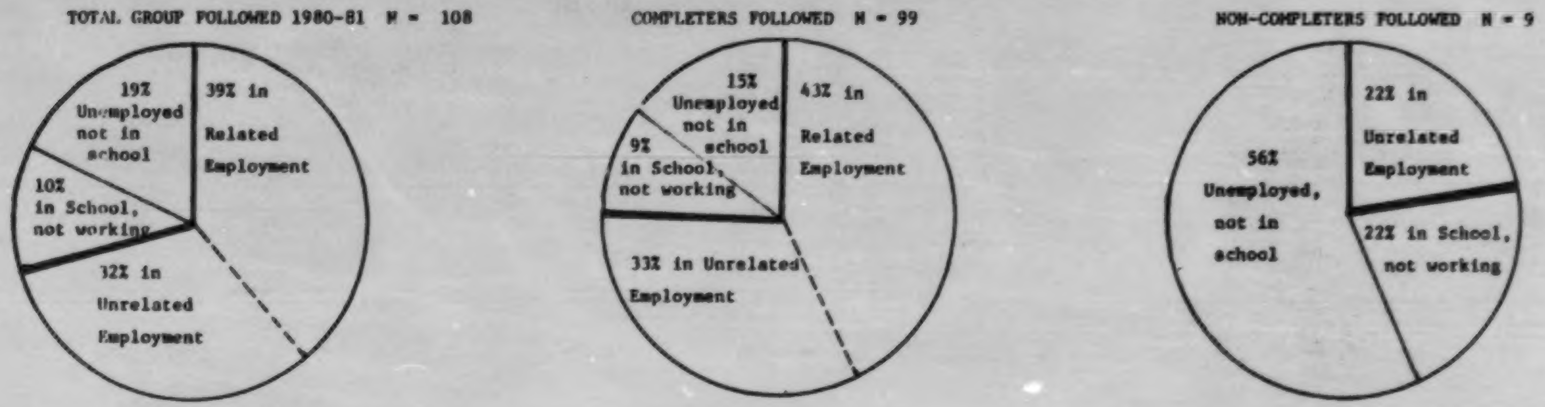


Source: Compiled by CARVELL Education Management Planning, Inc. from case study follow-up information, June 1981.

Figure 3

COMPARISON OF STUDENT CASES FOLLOWED-UP IN 1979-1980 and 1980-1981 RELATED TO EMPLOYMENT PATTERNS AFTER TRAINING FOR COMPLETERS AND NON-COMPLETERS

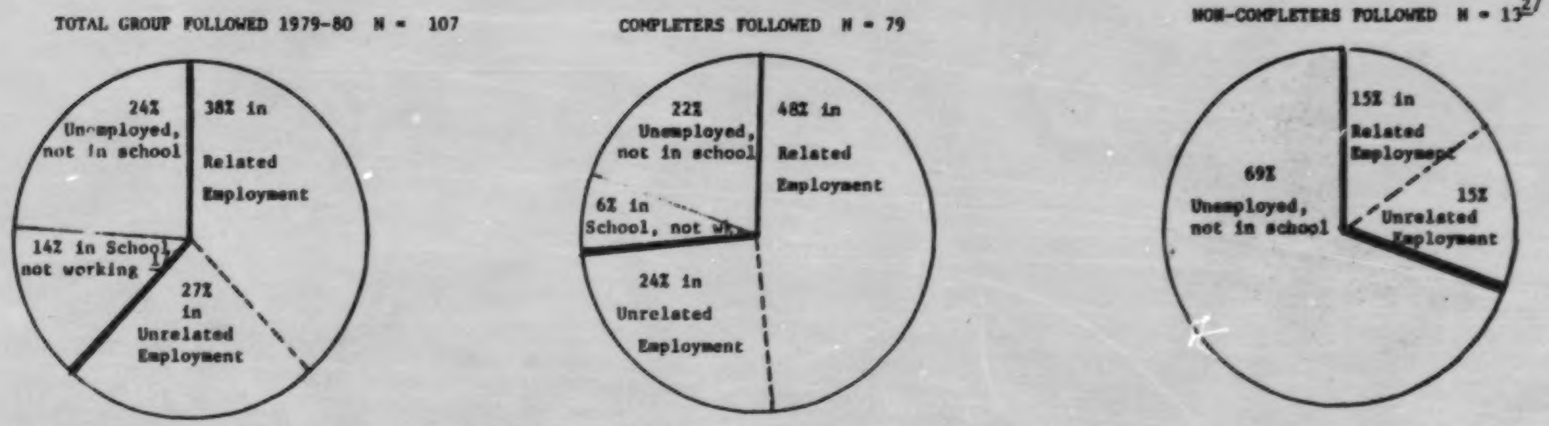
1980-1981


TOTAL GROUP FOLLOWED 1980-81 N = 108

COMPLETERS FOLLOWED N = 99

NON-COMPLETERS FOLLOWED N = 9

1979-1980


TOTAL GROUP FOLLOWED 1979-80 N = 107

COMPLETERS FOLLOWED N = 79

NON-COMPLETERS FOLLOWED N = 13[2/]

[1/] In 1979-80 some students had not completed their training; these are included in the group in school.

[2/] In 1979-80 some students were still in their original programs; these were not included in the non-completer group cited here. Those cited here had dropped their program prior to completion.

Source: Compiled by CARVELL Education Management Planning, Inc. from case study follow-up information, June 1981 and June 1980.

Comment: In a year of economic recession, inflation, and rising unemployment, those who completed their training were generally able to find and hold on to their employment or continue their education. In all, 85 percent of those who completed training either worked or were in school. Thus, program completion became a strong indicator of post-training success for the sample in this study. This is particularly true when prior employment and educational histories are considered.

Nature and Quality of Employment

Of the 77 employed case subjects in 1980-1981, 58 had been steadily employed since leaving their vocational programs. Another 19 case subjects had been employed at sometime after training but were unemployed at the time of contact; thus, 96 cases worked sometime after training.

Of the 77 employed at follow up, men were more likely to be steadily employed than women and to make higher wages. Women were more likely to be employed full-time than men, to be employed in an occupation related to their training, to receive on-the-job employee benefits, and to be satisfied with their employment. This pattern was not the same for the secondary and post-secondary cases. Young secondary male students who worked were more apt to be employed full-time than the young women. More of them were satisfied than the young employed women. These patterns, among others, are displayed on Table 4. Other employment patterns are shown below for those who had worked at some time after training.

- 57 of 96 (59%) who had worked were in the same occupation since leaving their vocational program
- 53 of 96 (55%) who had worked were working for the same employer

Table 4

1980-81 FOLLOW-UP OF CASES RELATED TO EMPLOYMENT FACTORS, FOR SECONDARY AND POST-SECONDARY STUDENTS, IN PERCENT

Type of Student During Training		Steadily Working	Full Time	Related	Part Time	Related	Satisfied	Highest Wage	Benefits	Union Member	Wage 80-81	Raise/ Promotion
Secondary												
Females	N=22[1]	73%	45%	70%[2]	55%	50%[3]	82%	68%	45%	9%	$2.00-8.50	59%/18%
Males	N=17	88	53	33	47	25	88	88	59	12	$3.60-8.50	65/18
Secondary Total	N=39	79	49	53	51	40	85	77	51	10	$2.00-8.50	62/18
Post-Secondary												
Females	N=24	71%	79%	76%	21%	40%	79%	92%	75%	33%	$3.10-8.49	50/17
Males	N=14	71	64	89	36	20	57	71	36	7	$3.50-10.00	43/21
Post-Secondary Total	N=38	71	74	75	26	30	71	84	61	24	$3.10-10.00	47/18
Total Both Groups												
Females	N=46	72%	63%	69%	37%	47%	80%	80%	61%	22%	$4.60 Mean	54/17
Males	N=31	81	58	61	42	23	74	81	48	10	$5.63 Mean	55/19
Total	N=77	75	61	66	39	37	78	81	56	17	$5.01 Mean	55/18

Source: Compiled by CARVELL Education Management Planning, Inc. from case follow-up files, June 1981.

[1] Number employed in the group followed in 1980-81; [2] As a percent of the number employed full time; [3] As a percent of the number employed part time.

- 47 of 96 (49%) who had worked had received a pay raise
- 14 of 96 (15%) who had worked had received a job promotion.

There was no proportional difference between men and women related to receipt of raises or promotions on the job. Other statistices of interest that reflect the employment patterns of the case subjects are indicated in the various reasons for job turnover:

- 22 cases changed occupations
- 24 cases changed employers
- 13 cases had been laid off work
- 9 cases had quit their jobs
- 2 cases had been fired.

> Comment: Considering the unsteady prior work histories of many of the adults in this study, the employment patterns noted above indicate the beginning of a more stable history for those who found jobs. This is suggested by the relatively low percent of those who were either fired or quit their jobs.

Nontraditional Occupational Patterns

The term nontraditional occupation is used to refer to the occupation of an individual in which the vast majority of other job holders in the same occupation are of the opposite sex. Nontraditional occupations apply to jobs for both men and women and are determined by the sex of the job holder. On a national scale there are a greater number of nontraditional occupations for women than for men.

The relationship between the type of training given and local labor market demands for those skills appear to be linked closely to finding related employment. Women were more likely to obtain employment related to their training. This is accounted for by the types of programs in which many of the women were enrolled: secretarial/clerical and nursing/medical occupations. There was a high market demand for these occupations and the women were able to enter jobs related to their training. Both of these are traditional training programs for women.

Among the students in this study, nontraditional occupations were entered by six women over the two follow-up periods. At the time of the follow up in 1980-1981, three women were employed in nontraditional occupations: a welder, a printer, and a machinist. Their mean ($7.00) and median ($8.00) hourly wages were considerably above the mean ($4.60) and median ($4.50) wages of the other women who worked in traditional occupations. Three other women who trained for nontraditional occupations had worked in them but were not working in them at the time of follow up. One was laid off from her welding job and hoped to be called back to work by her company. She liked her work and wanted to continue as a welder. Another welder had quit her job because she did not like the work environment of the particular job she held in the mines. A woman fiberglasser had been laid off when the program in which she was working was discontinued because of the poor job market for fiberglassers in the area.

> Comment: Several women who had taken programs that were nontraditional for them did not find work in the occupations for which they had trained. Thus, few women were in nontraditional occupations and employment patterns had not been steady for those who were. No men were employed in nontraditional occupations; however, one man was enrolled full-time in a nursing program during 1980-1981. Thus, among disadvantaged youths and

adults, the priority of obtaining employment in traditional occupations may supersede desires to pursue nontraditional careers.

General Wage Patterns

Of the 96 cases who were employed after training, 78 percent were making the highest wage they had ever earned. A more meaningful statistic is related to those who worked at the time of follow up in 1980-1981. Of the 77 working, 81 percent were making the highest wage they had ever earned. Table 5 shows a comparison of wage levels of the 77 employed cases. As can be seen by looking at the table, 12 women worked at or below the federal minimum wage. Nine of these cases were from secondary programs and three were from post-secondary programs. The latter three women were from programs located in the southern part of the State.

Further analysis of information on Table 5 indicated that wage differences between post-secondary males and females were not as great as differences between secondary males and females in which young women earned a mean average hourly wage of $3.97 compared to $5.63 for the young men. Analysis of individual case subject wage levels indicated that secondary females from work experience programs, without job-specific, entry-level skill training, did not make as high wages as either their female counterparts from post-secondary programs or from secondary vocational programs that offered job-specific skill training. See Appendix F. Some of the difference can be accounted for by the geographic area and age of some of the work experience students. One work experience program was for potential dropouts who were under 16 years old. These students were placed in fast foods work experience slots and worked for less than the federal minimum wage. Seven of these students were still in high school during 1980-1981.

Table 5

COMPARISON OF WAGE PATTERNS OF STUDENTS FOLLOWED IN 1980-1981
BY LEVEL OF PROGRAM TAKEN AND BY SEX

Level	Number Employed	Employed at Minimum Wage	Employed Above Minimum Wage	Percent Empl. Above Minimum Wage	Range of Wages	Mean	Median
Secondary							
Females	22	9	13	59%	$2.00-8.50	$3.97	$3.58
Males	17	--	17	100%	3.60-9.80	5.63	4.75
Total	39	9	30	77%	2.00-9.80	4.67	4.13
Post-Secondary							
Females	24	3	21	88%	$3.10-8.49	$5.21	$5.18
Males	14	--	14	100%	3.50-10.00	5.64	5.23
Total	38	3	35	92%	3.10-10.00	5.37	5.18
Both Groups							
Females	46	12	34	74%	$2.00-8.50	$4.60	$4.50
Males	31	--	31	100%	3.50-10.00	5.63	5.00
Total	77	12	65	84%	2.00-10.00	5.01	4.72

Compiled by CARVELL Education Management Planning Inc. from case files, June 1981.

Employed post-secondary women made a median wage that was about equal to the wage of their male post-secondary counterparts. This was accounted for in part by the fact that more of the women from the post-secondary programs were employed in related jobs in urban areas than the men. More of the post-secondary men were employed in the southern part of the State where wage rates were lower. Analysis by individual program site and geographic area indicated that men made more than women in each geographic area of Illinois.

> Comment: Wage differentials noted in this study were related to sex of individual and whether the vocational program was job-specific or work experience related. Men made more than women, unless the woman was employed in a nontraditional occupation; and secondary students who found jobs after taking job-specific vocational programs made higher starting wages than those who had been enrolled in general work experience programs.

General Factors Related to Work Satisfaction

Work satisfaction is a composite reaction of the attitude a person has toward her or his job and the conditions under which it is performed. The degree of work satisfaction for any given individual is dependent upon numerous factors encountered on the job and is also affected by the perceptions of the worker. Both the worker and the job conditions change over time which may result in changes in the levels of satisfaction.

In order to determine what factors might be related to work satisfaction, an analysis was made which compared work satisfaction with different employment factors. Table 6 indicates 16 factors in which the cases expressed satisfaction with their jobs.

Table 6

CASE SATISFACTION RELATED TO VARIOUS FACTORS EXPERIENCED AT WORK

Factors at Work Related to Case Subject Satisfaction	Total Number 1/	Percent of Cases Expressing Satisfaction 2/ Total	Male Cases	Female Cases
1. Steady Employment	58	86%	84%	88%
2. Full-time Employment	47	81	78	83
3. Part-time Employment	30	73	69	76
4. Related Employment	42	93	86	96
5. Related Full-time Employment	31	94	82	100
6. Related Part-time Employment	11	91	100	88
7. Unrelated Employment	35	60	65	56
8. Unrelated Full-time Employment	16	56	71	44
9. Unrelated Part-time Employment	19	63	60	67
10. Highest Wage Ever	62	81	76	84
11. Receiving Employee Benefits Package	43	86	67	96
12. Union Membership	13	100	100	100
13. Received Pay Raise	41	81	82	80
14. Received Promotion	14	93	83	100
15. Hourly Wage $5.00 or More	36	83	75	90
16. Hourly Wage Under $5.00	39	74	71	76

1/ Number shown indicates those working in 1980-81 who indicated the work factor described.

2/ Percent of those satisfied is based on number who experienced the particular factor.

Source: Compiled by CARVELL Education Management Planning, Inc. from case files, 1981.

The analysis on Table 6 shows the response pattern for men and women cases as well as for the total group. The factors that contributed to the highest percent of case subjects expressing satisfaction with work were as follows:

- Employed in an occupation related to their vocational program, full-time (94%) or part-time (91%)
- Received a promotion on the job (93%)
- Was steadily employed after training (86%)
- Received an employee benefits package (86%)
- Was a union member (100%)
- Received a pay raise (81%)
- Earned more $5.00 or more per hour (83%).

Work factors with the lowest levels of expressed case satisfaction were:

- Employed in an occupation unrelated to their vocational program, full-time (44%) or part-time (67%)
- Employed part-time in either related or unrelated work (76%)
- Earned less than $5.00 per hour (76%).

The most marked differences in numbers who expressed satisfaction between women and men were noted in the following work factors:

- Received employee benefits package--women (96%), men (76%)
- Unrelated full-time employment--women (44%), men (71%)
- Related full-time employment--women (100%), men (82%)
- Received a promotion on the job--women (100%), men (83%).

Comment: The differences between women and men contribute to the generalization that, as a pattern, a higher proportion of women than men who worked were satisfied. The analysis of case satisfaction with work shows that satisfaction occurred most most often when employment had the following characteristics: full- or part-time employment was related to training; work was steady; employee benefits packages were part of employment conditions; union membership was involved; and on-the-job promotions were received. Those who were not in occupations related to training and who earned less than $5.00 per hour were more apt to be dissatisfied with their employment than other workers.

Relationship of Related Employment, Wage Level and Job Satisfaction

It is tempting to think that those cases who earned the highest wages were the most satisfied with their employment. An individual case by case analysis of hourly wages earned and satisfaction did not support this contention. Of 24 post-secondary cases working in related occupations, 22 were satisfied regardless of their wage levels. One worker who was dissatisfied earned $3.50 per hour and the other earned $5.50. Of 14 post-secondary cases in unrelated occupations, 5 were satisfied. Of the nine who were dissatisfied, four earned more than those who were satisfied. The same pattern existed at the secondary level. Of 18 secondary cases employed in work related to their training, 17 were satisfied regardless of their wage levels which ranged from $2.10 to $8.50 per hour. Of those in unrelated jobs, 16 of 21 were satisfied. The dissatisfied group earned hourly wages ranging from $2.00 to $8.40.

Comment: The analysis of wage levels and satisfaction did not mean that low wages do not affect worker satisfaction whether or not workers are employed in related jobs. Rather, the analysis of the group studied indicated that, if hourly wages are over the $5.00 level, there is a higher likelihood of satisfaction for those who are employed in an occupation related to their training. This raises the issue of the purpose of non-job-specific vocational education programs that do not prepare youths or adults for identified occupational fields or for clusters of occupations. Such programs may have merit in providing income for students to help them stay in school or to provide general familiarity with working conditions found in the work place; however, unless the work experience is augmented by other carefully planned learning experiences, academic and vocational, as well as counseling services, such experiences may do little more than meet immediate needs. More substantive or longer range occupational awareness and preparation may be missing.

Post-Training Schooling Patterns

Thirty-eight (38) of the cases followed in 1980-1981 were attending school. Table 7 describes the characteristics of those in school. As can be seen by looking at the table, most of those who continued school did so immediately after completing high school. Only six of those in school were post-secondary cases. Students in school tended to be going full time; only 18 percent attended school part time. Two thirds of the cases from the secondary level were in advanced programs related to their prior training; three fourths of those in school were working. For women, the work was often related to prior vocational training; this was

Table 7

COMPARISON IN PERCENT OF SCHOOLING AND EMPLOYMENT PATTERNS FOR CASES FOLLOWED, 1980-81

Level	No. in School	Full Time	Part Time	Rel. to Training	Rel. to Job	Employed Full Time	Rel. to Training 1/	Employed Part Time	Rel. to Training 2/	Empl. Has Been Steady 3/
Secondary										
Females	19	79%	21%	68%	37%	21%	75%	58%	55%	73%
Males	13	77	23	62	8	8	--	62	25	89
Total	32	78	22	66	25	16	60	59	42	79
Post-Secondary										
Females	3	100%	--%	67%	67%	33%	100%	33%	100%	100%
Males	3	100	--	33	--	--	--	33	--	--
Total	6	100	--	50	33	17	100	33	50	67
Both Groups										
Females	22	82%	18%	68%	41%	23%	80%	55%	58%	76%
Males	16	81	19	56	6	6	--	56	22	80
Total	38	82	18	63	26	16	67	55	43	78

1/ As a percent of the number employed full time; 2/ As a percent of the number employed part time; 3/ As a percent of the number employed both full and part time.

Source: Compiled by CARVELL Education Management Planning, Inc. for case files, June 1981.

not so for the men. For those in school and working, work tended to be steady even though some of it was part time.

When the study team analyzed schooling patterns for those in school and not working, it found that 11 were in school and not working, 5 women and 6 men. All were attending school full time. The 5 women and 3 of the men were in programs related to their training.

> Comment: Most of those going to school pursued related programs. See Appendix G for a case by case review of the continued educational and employment patterns for those 38 cases who were enrolled in further educational programs in 1980-1981.

Family/Household Patterns

Family and household patterns did not change unexpectedly during the course of the study. Thirty-eight percent (38%) of the case subjects contacted some time after their training were heads of household. Twenty nine (29) of 44 heads of household were single. In all, the sample cases were supporting 87 minor dependent children; thus, there averaged two children per household.

One of the major shifts in family and household patterns that occurred during the study was the reduction of the number of case subjects that were receiving any form of public financial assistance compared to those that received some type of financial assistance before or during their training. Seventy two (72) of 117 cases followed (62%) reported that they had received some type of public financial assistance prior to or during their programs. Unemployment insurance payments were not considered public financial assistance, but stipends paid through CETA were because these were not contributed to as part of prior employment.

Two years after training, 14 percent of the 108 followed received some type of public financial assistance.

> Comment: It is apparent that the role of vocational education in helping youths and adults gain a foothold on stable employment can also have a multiple benefit in reducing the numbers who are dependent on public financial assistance for support.

Social and Community Involvement

At the onset of this study it was hypothesized that improving a person's employability through vocational education might effect other factors in his or her life related to community and social involvement. Such activities would include church, school, neighborhood, political and/or civic participation.

An interesting fact revealed during the follow up contacts was that on completion of training and finding employment, cases became less involved in some social and community activities. For example, during the first year after leaving their program, there was a decline in the percent of cases involved in school, community or neighborhood. Church activities declined from prior levels. The second year after training, there was a slight increase in involvement in church activities, but no major increase in other social activities. Political involvement, as indicated by voter registration, increased in the third year of the study. This was attributable to the increase of the younger population reaching voting age and to 1980 being a presidential election year.

> Comment: It is possible that several factors are responsible for the decreased involvement in various social and community activities. The transition from life styles practiced prior to vocational training to steady work

and/or advanced schooling may reduce the available time for such outside activities. As work takes higher priority and new acquaintances are made on the job, former community and social contacts may be reduced. Factors such as improved self esteem and positive self image may contribute to changed social patterns. Finally, improved financial independence gained through steady employment may allow individuals to be less dependent on outside activities as sources of social recognition. Regardless, the results thus far in this study do not support the concept that vocational education leads to greater participation in organized social and/or community events.

Student Ratings of Selected Program Factors

In order to determine the importance and benefits of various program characteristics and support services, all case subjects were asked while they were enrolled in their programs to rate selected program factors. They rated the same program factors each year during follow up. The results of this rating are summarized for each.

Counseling Services

Counseling services were seen as more helpful by the cases while they were enrolled than were such services one year after, 43 percent and 38 percent respectively. By the second year after leaving the programs the percent who believed counseling services were helpful increased to 56 percent. This was a higher percent than was given to counseling during their programs when cases actually received such services.

Teacher Assistance and Concern for Students

Generally, case subjects rated teacher assistance and concern higher as time passed. About half (51%) rated this helpful while they were enrolled; two years later 76 percent rated teacher assistance and concern helpful.

Realistic Nature of the Training

Realistic nature of training was defined as the teaching of job skills, methods, terminology, knowledges, and attitudes that one expected to find on the job. This was deemed to be a critical element leading to adequate preparation for success in finding and keeping employment. The topic is discussed more fully in the following section which deals with case subject impressions of the overall impact of their vocational education programs on their lives.

As a pattern, case subject perceptions of the realistic nature of their programs improved over time. There were individual exceptions and some program sites had wide variations of opinion among former students; however, 43 percent of the cases rated their programs realistic during enrollment and two years later, 72 percent rated their programs realistic.

Support from Other Students

Although this factor is not under the direct control of most vocational program staffs, peer support was deemed to be important by more students, both youths and adults, than were some factors more directly under the control of staff. Forty-one percent (41%) of the cases rated this factor important during training; one year later, 54 percent rated it so; and two years after training those rating student support important had increased to 81 percent.

Financial Aid

Seventy-two (72) of the 117 cases followed received some type of public financial assistance while they were in their vocational programs. All the adults in the post-secondary programs and some of the students in the secondary programs received aid. Of those receiving financial assistance, 63 percent rated it as important during enrollment. Two years later 89 percent rated their financial assistance as an important factor that made it possible for them to enter and remain in their training programs. Financial assistance during training was a mechanism that allowed these students to move from dependence toward independence through completion of their programs and obtaining employment.

> Comment: Positive ratings given to these selected program factors increased over time. Interviews with case subjects indicated that positive ratings of counseling services, teacher assistance, and peer support were based on individual assistance that was provided by each of these *human* groups.
>
> Although the case subject ratings of the realistic nature of their vocational programs may have been influenced by their post-training employment experiences, other factors appear to have been involved. Analysis of case by case responses indicated that even though higher ratings overall were given with the passage of time, some program sites did not received as high ratings as other sites, regardless of the employment patterns of cases from the sites. Realistic nature of the programs is related to other program impacts discussed in the following section.

Post-Training Assessment of Program Impact

During the third year of the projct, case subjects were asked to provide a general assessment of the impact that their vocational programs had on their personal and occupational lives. This assessment was intended to seek the perceptions of students aside from and beyond the rating of specific program factors discussed in the previous section. The responses to questions about the overall impact of vocational programs were analyzed in light of case subject perceptions of how realistic their training had been. Results of this analysis are contained on Table 8. These along with other observations are noted below.

Impact of Training on Entering Present Occupation

Overall 56 of 108 case subjects (52%) said their vocational programs were an important factor in entering their present occupations. Of the 78 cases who believed their training program had been realistic, 64 percent believed that it was an important factor. As noted on Table 8, the percent of those working, who believed their program was an important factor was nearly twice (73%) that of those who were not working (37%).

Training Developed a Positive Self Image

Sixty-nine (69) of the 108 cases (64%) indicated their vocational training programs had helped them foster a positive self image. As shown on Table 8, 79 percent of those who believed their program was realistic indicated it helped them developed a positive self image. Eighty-one percent (81%) of those working and 74 percent of those not working who rated their programs realistic said the programs helped them develop a positive self image. This difference between workers and nonworkers was narrower than for other impacts of vocational education on cases.

Table 8

IMPACT OF VOCATIONAL EDUCATION PROGRAMS FOR THOSE FOLLOWED IN 1980-1981 WHO INDICATED THEIR PROGRAMS WERE REALISTIC

Impact of Vocational Program	Indicated Their Program Was Realistic		
	Followed in 1980-1981 N = 78	Working in 1980-1981 N = 59	Not Working in 1980-1981 N = 19
Training was an important factor in entering present occupation	64%	73%	37%
Training was an important factor in developing a positive self image	79%	81%	74%
Training helped change expectations about life and work	78%	81%	68%
Training provided more than job skills	74%	78%	63%
Consistency & structure were deemed important to success in student learning during training program	77%	81%	63%

Source: Compiled by CARVELL Education Management Planning, INc. from case files, June 1981.

Training Helped in Forming Expectations about Life and Work

Not only were vocational programs an important factor in helping students develop realistic expectations about work, but they also contributed to the formation of other human and social values and expectations. Sixty-two percent (62%) of the responding cases in 1980-1981 said their programs helped them change or develop expectations about work and life. Among those who rated their programs realisitc, the percent was even higher, 78 percent. Again, a higher percent of those working (81%) believed this true than those who were unemployed (68%).

Training Provided More Than Job Skills

Fifty-seven percent (57%) of all cases responding in 1980-1981 said their program provided them with more than job skills. These skills included such things as problem solving techniques, communications skills, learning to listen, human relations skills and getting along with others--students and fellow workers, and learning how to respond to supervision and directions. As noted on Table 8, of those who rated their program as realistic, a higher percent of those working believed this (78%) than those not working (63%).

Consistency and Structure of Program Helped Student Success

Many of the students in this study had not encountered success in school or in former training programs; therefore, the study team attempted to identify those factors deemed important to the students that helped them succeed in their vocational programs. Sixty-one percent (61%) of the cases followed in 1980-1981 said consistency and structure were important factors leading to success in training programs. Not all vocational programs taken by the case subjects were deemed by them

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to have possessed these characteristics. Even so, they were still considered important by some of the students in programs without consistency and structure.

Program consistency and structure were defined by students as having the following essential elements:

- Learning outcomes (objectives) for students were defined clearly and communicated to students so that they knew what was expected of them.
- Instructional methods, procedures and learning aids were appropriate for the tasks to be learned.
- The sequence and continuity of learning was carefully defined and communicated to students.
- Content of programs was related to skills, knowledge and attitudes found in the occupations for which training was given and this was explained to students as part of the instructional process.
- The learning environment, related to class schedules, disciplinary rules, attendance and other matters of student conduct, were clearly established, communicated and enforced fairly.
- Student performance standards and individual progress toward class standards were clearly communicated on an ongoing basis.
- Information on how, when and where to obtain assistance, from personal counseling to financial aid was available to students in the classes.

It should be noted these factors identified by students as contributing to consistency and structure in programs are not a departure from accepted practices in vocational education. What is important is that students in this study wanted more emphasis placed on consistency and structure so that they could learn better and faster. The desire of structure and consistency did not exclude the desire for flexibility, individuality or humanness in the classroom or shop setting. Consistency and structure were not equated by the cases with autocratic or authoritarian attitudes or behavior from instructors, counselors or other program staff but were seen as promoting an environment in which success for students was fostered and expected.

Health and Medical Problems

The element related to health and medical problems was not part of the original set of questions asked during the initial study phases. It was noted during the second year interviews with cases used to develop special case profiles that several of these cases indicated they had serious health or medical problems that inhibited their training or job success. (See Chapter III for information related to the special case profile subjects.) This element was included as an areas of investigation for all cases subjects in 1980-1981.

Ten percent (10%) of the cases reported that some major medical problem, illness, injury, accident, and so on, affected their schooling, training or job attendance sometime before or during the vocational programs in which they enrolled at the inception of the study. It was noted earlier that one of the original case subjects died during the first year of the study.

Nineteen percent (19%) of the cases followed in 1980-1981 reported having a serious medical problem sometime during the two year follow up period after leaving their program. Of those who were economically disadvantaged at the time of case selection, one in three had had a serious medical problem during the past two years.

Comment: The study team did not verify the claims of medical problems but the number reported appears to represent a high incidence of medical problems in a two year period. Even though this area of investigation is beyond the scope of this study, it is a topic that may need pursuing in the future.

III: INDIVIDUAL CASE NARRATIVES

Introduction

Follow-up studies in vocational education often focus on quantitative, legal, technical, financial or programmatic elements in an effort to measure such things as post-training job placement rates, cost effectiveness or other indicators of program success or failure. This approach is reinforced by mandated federal and state vocational education reporting procedures and systems. Seldom do such data collection efforts have the resources or time to examine outcomes from the perspective of the student and the impact of vocational programs on his or her life style, changes in personal values or other factors that affect a person's living environment. These elements are called life structure by Daniel J. Levinson who suggests that the life structure of a person may be considered in terms of three perspectives: 1) a person's socioeconomic world, i.e., gender, ethnicity, family, occupation, community and surrounding culture; 2) a person's sense of self which includes such intrinsic things as moral values and ideals, talents and skills, modes of feeling, thinking, and action; and 3) a person's participation in the external world in various roles as a worker, boss, parent, union member, church goer and club member. (For futher discussion see: Daniel J. Levinson, The Seasons of A Man's Life, New York: Ballantine Books, 1978.)

These complex internal and external factors interact overtly and subtly to affect a person's life. The impact of vocational training for a person who has never held a good job or experienced success in school may be quite different from another who has had positive experiences in these domains. Therefore, the indepth narrative case studies were included in this project in an attempt to gain a better insight on the personal importance and value of vocational education to the cases studied. This area of inquiry was the basis for conducting further indepth interviews with selected cases to identify the impacts on their lives that resulted from participation in their vocational education programs.

Selection of Case Narrative Subjects

The original objectives for the project called for the selection of ten case narratives. To offset the possible loss of cases over the period of time that the longitudinal study may be carried out by the Illinois State Board of Education staff, an additional ten cases were interviewed as matched pairs so that if any one case could not be located, another case with similar characteristics could be used.

The cases selected for narratives were taken on the basis of recommendations by sample program site personnel and a preliminary review of student responses to interviews conducted by the study team. A total of 8 men and 12 women were used for narrative cases. Five of the cases were from secondary programs and the others were from post-secondary programs. The latter were given emphasis because of the problems these adults had in making the transition from training to work. Narrative cases were selected from all sample program sites except Quincy High School in which all the students participating in the study were under age 16 at the beginning of the study and had two to three years of high school yet to complete.

Narrative case subjects were also asked to participate voluntarily because of the additional time and effort required. Narrative case interviews lasted from two to six hours beyond the time spend previously participating in the study. So far as possible, the same study team member who had established communications with the case subject during earlier data collection and interviews conducted the indepth interview for each narrative description contained in this report. Each case was assigned a psuedonym to provide anonimity. See Appendix H for individual case narratives.

Characteristics of Narrative Cases

The study team hoped that the process used with narrative cases would help to identify the patterns and characteristics of students who had the highest levels of success in their vocational programs and afterward in terms of finding and holding employment. In this respect, the suggestions of sample program personnel about the potentially successful students were generally borne out by the characteristics and responses of the narrative cases when compared with the study sample as a whole. Table 9 shows the characteristics and responses in which there was a 10 percent or greater difference in the patterns of the narrative cases compared to all those followed in 1980-1981.

As a group the narrative cases were more successful in dealing with what might be termed institutional relationships. A larger percent of them finished high school or the G.E.D., joined a union and participated in church or club activities. A larger proportion of the narrative group had received financial assistance while enrolled in their vocational program, but this is attributable to the fact that a larger proportion of the narrative group were adults enrolled in post-secondary programs that had unemployment requirments for entry. See items 1 through 4 on Table 9.

At work the narrative cases differed from the total group in that after training a higher percent were employed full-time in related jobs, received the highest wage they had ever earned, received a job promotion and obtained employee benefits packages as part of their conditions of employment. It should be noted that the narrative case group had a higher percent who were laid off their jobs sometime after training than the total group followed in 1980-1981. See items 5 through 8 on Table 9.

Table 9

COMPARISON OF NARRATIVE CASE SELECTED CHARACTERISTICS WITH TOTAL SAMPLE CHARACTERISTICS *

Selected Characteristics 1980-81	Percent of Total Sample	Percent of Narrative Cases
1. Completed High School/G.E.D.	80%	100%
2. Joined Union	14	25
3. Involved in Church/Club Activities	20	45
4. Received Financial Aid in Program	62	80
5. Employed Full Time in Related Job	40	71
6. Earned Highest Wage After Training	67	100
7. Received a Job Promotion	13	30
8. Laid Off Work Sometime After Training	12	30
9. Rated Counseling High	56	85
10. Rated Teacher Concern High	76	90
11. Rated Training Realistic	72	90
12. Rated Peer Support High	81	95
13. Program Impact High for Present Occupation	52	75
14. Program Impact High in Developing Self Image	64	85
15. Program Impact High in Changing Perceptions of Life and Work Expectations	62	85
16. Program Impact High in Providing More Than Job Skills	57	75
17. Consistency and Structure Important to Student Success in Program	61	75
18. Experienced Serious Medical/Health Problem	19	40

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* Includes only those characteristics in which a difference of 10 or more percentage points were noted between the total sample and the narrative cases in 1980-81 follow-up responses. Data for total sample taken from Table 3.

Source: Complied by CARVELL Education Management Planning, Inc., June 1981.

Although the differences in employment related factors presented on Table 9 seem to favor the narrative group, there is evidence that this group had some difficulty achieving the positive training outcomes of gainful employment and/or further advanced training. In some instances the narrative cases did not fare as well as the group as a whole; e.g., the percent of narrative cases who continued in school after training was not as great as for the total group. Thus, even though the percent of narrative cases employed at the time of follow up was the same as for the total group, a higher percent were unemployed and not in school. Even so, those employed in the narrative group had a higher mean wage of about 60 cents more than the total group, $5.60 and $5.01 respectively. Two years after training the prospective successful outcomes for the narrative group was different from the total group.

Further analysis indicates that the differences in positive outcomes related to schooling and employment between the two groups were largely attributable to two factors: 1) the proportion of narrative cases who continued advanced training was lower because most of the group were adults seeking employment as a direct result of their vocational programs, and 2) most of those who were training for occupations that were nontraditional for their sex were part of the narrative group and were not successfully employed in nontraditional occupations at the time of follow up. Four of the six students in the sample who had entered nontraditional occupations were among the 20 narrative cases. Of the four, only one was employed in a nontraditional job at contact during 1980-1981; two were unemployed and one was working in an unrelated traditional job. The higher rate of lay offs for the narrative group was not because they were inefficient or unskilled workers but was related to economic conditions in general.

The positive differences shown on Table 9 are indicators of the ability of the narrative group to deal with external institutional relationships such as those encountered in the work place. This ability may have existed in some of the narrative cases prior to their vocational program, but the write-ups in Appendix H provide evidence that enrolling in a vocational program was a critical factor which helped most of them get their lives in order so that they could deal more effectively with external institutions.

The narrative cases' sense of self, as suggested by Levinson, may be reflected in the consistently high post-training rating this group gave services and assistance they had received when attending their vocational programs. A much lower percent of the total group gave high ratings to the same services. Perhaps the narrative cases were more adept at using such services than the others and, therefore, the higher ratings were based on receiving better services, but it is also possible that the higher ratings stem from a more positive outlook the narrative group had toward their training program experiences. See items 9 through 12 on Table 9.

The positive outlook factor is reinforced when narrative case perceptions of program impact on their lives was reviewed. A substantially larger percent of them believed that the vocational programs they had taken had influenced their occupational and personal lives. Also, a higher percent believed that consistency and structure in a vocational program was important to student success than did the total sample. See items 13 through 17 on Table 9.

One final characteristic differentiated the narrative cases from the others. This was the higher percent of narrative cases who reported having had a serious medical or health problem which affected their work sometime after they finished their vocational program.

Aside from the factors noted above, narrative case subjects and the total sample were similar in other characteristics; e.g., about 70 percent of both groups were born in Illinois, about 85 percent had lived in the same area for four or more years, and both groups had held numerous jobs that were low-paying and low-skilled prior to enrolling in their vocational programs. Neither of the groups had extensive prior vocational training. It appears that it is at the point of entry in the vocational program that some differences affecting future success begin to develop.

HIGHLIGHTS FROM THE NARRATIVE CASE PROFILES

A unique feature of this longitudinal case study was the indepth contact with the 20 case subjects selected for narrative case write-ups or case profiles. Even though each case was unique, certain common themes emerged during the study. The topics that were used as common elements in the case profiles were 1) the background of each person prior to entering his or her vocational program, 2) the person's general reactions to the program, 3) the problems of making the transition from training to work or further education, 4) occupational or career progress after leaving training, and 5) the person's perception of her or his future prospects and plans.

As noted earlier, the majority of the study sample came from disadvantaged backgrounds. Many needed special assistance or financial aid in order to sustain themselves and/or their families during their programs. It was a common characteristic for the post-secondary subjects to have had spotty employment and school records. The secondary students from three of the four sample program sites were students who had experienced difficulties in their educational programs. Some were actual dropouts; others were potential ones.

The eight men and 12 women who were selected as narrative case subjects were identified as potentially more successful and had more positive attitudes than the other students in the sample. It is noteworthy that the positive potential of these students was often recognized by their instructors and counselors.

Distinguishing Characteristics of Narrative Cases

After all narrative case interviews had been completed, the study team analyzed the interview results and attempted to accounnt for the quantitative and qualitative differences between the total sample and the 20 narrative cases. During 1979-1980, the study team identified 16 characteristics that were shared by a sizeable portion of the 20 cases. During 1980-1981 interviews, these 16 characteristics were listed and the narrative cases were asked to respond to which of the characteristics were present in themselves. This verified the study team's perceptions. In most cases, the individual narrative case responded to the same characteristics that the study team member had indicated were present for the particular narrative case.

The factors identified as distinguishing characteristics among the narrative cases are shown on Figure 4 with an indication (a dot) of which cases shared the identifying characteristics. The list of distinguishing characteristics shown in Figure 4 is not presented in any order of perceived importance. The 16 characteristics do tend to fall into five broad categories:

1. Personal attributes or traits that contributed to the decision to enroll in a vocational program and stay with it to completion. See items 1, 2, and 6.
2. External factors used by the person that made program entry possible. See items 3, 4, and 5.

Figure 4

SUMMARY OF CASE SUBJECT CHARACTERISTICS

NARRATIVE CASES 1980-81

IDENTIFYING CHARACTERISTICS / CASE NUMBER: / PSEUDONYM	1 ALBERT	2 BARBARA	3 CAROL	4 DIANE	5 ELLEN	6 FRANK	7 GREG	8 HELEN	9 IRENE	10 JULIE	11 KIMBERLY	12 LLOYD	13 MICHAEL	14 NANCY	15 OLIVER	16 PAUL	17 QUENTIN	18 RUTH	19 SALLY	20 THERESA	TOTAL CASES WITH SAME CHARACTERISTIC NUMBER	PERCENT
1. POSSESSED A DETERMINATION TO MAKE A CHANGE IN LIFE	●	●	●	●	●	●		●	●	●	●	●		●	●	●	●	●	●	●	18	90%
2. HAD A HISTORY OF "SURVIVAL & SELF-PRESERVATION"	●	●	●	●	●	●	●	●	●	●			●	●	●	●	●	●	●	●	18	90
3. RECEIVED SUPPORT IN DECISION TO ENTER TRAINING FROM ONE OR MORE "SIGNIFICANT OTHERS"	●		●	●	●	●	●	●		●		●		●	●	●	●	●	●	●	16	80
4. FINANCIAL SUPPORT WAS CRITICAL	●	●	●	●	●	●		●	●				●	●	●	●	●	●	●	●	16	80
5. TIMING FOR GETTING INTO THE PROGRAM WAS CRITICAL	●	●		●		●		●	●	●	●	●	●	●	●	●	●	●	●	●	17	85
6. MADE SIGNIFICANT SACRIFICES TO ENROLL OR STAY IN PROGRAM	●		●	●		●	●	●		●	●	●		●	●	●	●	●	●	●	16	80
7. RECEIVED SUPPORT FROM PROGRAM STAFF & STUDENTS ONCE ENROLLED	●	●		●	●	●	●	●	●	●	●	●			●	●	●	●	●	●	17	85
8. WANTED STRUCTURE AND CONSISTENCY IN THE PROGRAM WHILE ENROLLED	●	●		●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	18	90
9. HAD CRITICISM OF TRAINING CONTENT OR PROCEDURES OR ADMINISTRATION	●	●										●	●	●		●		●			7	35
10. WERE APPRECIATIVE OF BEING IN THE TRAINING PROGRAM	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	19	95
11. POSSESSED STRONG DESIRE TO SUCCEED IN PROGRAM & AT JOB	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	19	95
12. PROGRAM CONTRIBUTED TO IMPROVED SELF-IMAGE & SELF-CONFIDENCE	●	●		●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	18	90
13. PROGRAM HELPED CHANGE EXPECTATIONS IN LIFE & WORK	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	19	95
14. PROGRAM FOSTERED OR ENFORCED DESIRE FOR INDEPENDENCE	●	●	●	●	●	●		●	●	●	●	●		●	●	●	●	●	●	●	18	90
15. LEFT PROGRAM WITH DESIRE TO SHARE POSITIVE EXPERIENCE WITH OTHERS	●	●		●		●	●	●	●			●					●	●	●		11	55
16. LEFT PROGRAM RECOGNIZING NEED FOR MORE THAN JOB SKILLS	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	19	95

SHADED AREA INDICATES SECONDARY LEVEL CASES.

3. Sustaining forces that made it possible to stay in the program once enrolled. See items 7, 8 and 11.
4. Reactions to the program which reflected both criticism and pragmatism. See items 9, 10, 15, and 16.
5. Impact of the program on the values and perceptions of the student. See items 12, 13, and 14.

Some of the 16 characteristics could easily fall into more than one of these broad categories. For example, financial aid was not only an important element that made program entry possible for many of the adults, it was an essential sustaining force that made it possible to stay in the program. A few study team observations regarding the broader implications of these characteristics are noted below.

Personal Attributes of Narrative Case Subjects

The contention that persons with the greatest desire to succeed do so seems to be borne out by the characteristics of this small group. Desire to make a change in their lives was a precondition of enrolling in a vocational program for 14 of the narrative cases who enrolled in post-secondary programs. This was also true for three of the five cases selected from the secondary program level. Thus, when a desire to make a change in one's life is accompanied by a history of survival and self-preservation and willingness to make sacrifices as in the cases of Frank and Ellen, there may be a stronger possibility of successful program performance and completion than when such personal commitment is lacking.

External Factors

Many of the cases shared socioeconomically disadvantaged backgrounds. The study team discerned that achieving succes in vocational programs required more than determination to succeed on the part of the students.

Both before program entry and afterward, the majority of the narrative cases relied on significant others for moral support and encouragement to take the steps necessary to enroll and to remain. The persons who filled the significant others role varied with the cases. For some it was a family member, parent or grown child as in the case of Diane; for others it was a friend, former teacher or church acquaintance; but, for nearly half of the cases, the importance of a CETA intake counselor or program counselor was critical in making the final decision to enroll. Often the latter significant others became menntors who helped the students overcome self-doubts or difficulties encountered in the program. In this respect, the encouragement received from significant others during early stages of program entry became sustaining forces once the students enrolled in programs. In a like manner, financial aid was a critical factor that made it possible for all post-secondary cases to enter programs. It also was a sustaining force in making it possible for them to stay.

Sustaining Forces

As noted above, some of the external factors that facilitated program entry became sustaining forces; however, there were both personal attributes, such as strong desires to succeed as in the case of Quentin, and external forces that sustained the cases. The external forces could be categorized into human and programmatic forces.

Human support came from three sources. The first may have been from the significant others who encouraged or assisted the narrative cases to enroll. The second source of human support came from program staff--counselors, instructors or aides--who helped students face and overcome personal, family and program difficulties. (Barbara is an example of a narrative case who received this support.) The third source of human support came from other students in the same program. In many cases friendships developed during programs carried over after students completed their programs. In some cases the intervention of friends helped students through their crises as in Helen's case.

The instances in which programmatic factors became sustaining forces were somewhat surprising to the study team. A strong majority of both secondary and post-secondary cases indicated they sought and were relieved by programs in which expected student behavior (punctuality, attendance and appearance) and learning outcomes (objectives, activities and performance standards) were clearly stated and held to during the course of the programs. Consistency in delivery of lessons, grading and providing individual assistance when needed became positive factors to sustain students. Cases wanted to know what was expected of them and then the cases expected the programs to deliver the instructional assistance and supplies to allow them (the cases) to learn. This was as true for secondary cases such as Greg who excelled in his program as it was for Irene who succeeded in a post-secondary program. Some of the narrative case criticism of programs centered around this issue of consistency as can be seen by reading Nancy's case write-up.

The combination of human support and program structure became sustaining forces for students who in many instances had not experienced successes during earlier educational experiences.

Reactions to the Program

The cases' reactions to the particular programs they had taken were overwhelmingly positive in that all but one narrative case were appreciative of the opportunities to take the programs. Even so, there were various constructive criticisms of the experiences encountered on the part of seven post-secondary students and one secondary one related to relevancy and structure.

Half the cases left their programs willing to share their positive experiences with others and they noted this as a reason for their voluntary participation in the narrative case portion of the study. One of the important reactions to the programs by 19 of the narrative cases was their recognition that they needed more than job-specific skills to find and keep jobs after they left the programs. They recognized the necessity to develop survival skills for the job if they were to succeed.

Impact of the Program

All of the eight sample sites played a part in helping to keep students in school, make up high school graduation deficiencies, gain career education experiences, or prepare for specific occupations and job entry. The nontraditional impact, that is, those factors outside specific career preparation, on students fell into three categories for most of the cases.

As a result of their program experiences, both post-secondary and secondary cases indicated they gained improved self images and self confidence. (Kim' cases is an example.) All but one indicated that their experiences had helped them change to more realistic expectations from life and work. Finally, the majority said the programs had fostered or enforced their desires for independence. This is contrary to the belief of some critics of vocational programs designed for the disadvantaged in which the critics indicate that these programs foster a continued dependency syndrome for these students.

In summary, it should be noted that the 16 characteristics discussed in this section were voluntarily offered by the 20 narrative cases and were not responses to a questionnaire. Thus, all items cannot be compared to the characteristics of the remaining cases because they were not involved in the same intensive interviews.

APPENDICES

Appendix A

SAMPLE PROGRAM SITE DESCRIPTIONS

1 DuPage Area Vocational Education Authority (DAVEA)

The DAVEA Center, located in Addison, Illinois, serves over 1,500 high school juniors and seniors drawn from public and private high schools in DuPage County. The intent of the DAVEA program is to offer a diversified and realistic vocational training opportunity to all high school students.

Working with faculty and staff, the student designs an individualized learning program. Ancillary services such as counseling, career information libraries, and job placement assistance are provided at the DAVEA Center to help meet the total vocational needs of the students.

Five separate divisions, encompassing over 29 program areas provide vocational training experiences unavailable at the local high schools. With programs as diverse as aviation technology and travel and tour services, the DAVEA program attempts to provide students with individualized learning systems in combination with the most up-to-date technology. A unique feature of the DAVEA program is the certification of competence in specific skills that is issued to students upon completion of their programs.

2 Joliet Central High School, Experienced Based Career Education (EBCE)

The objective of EBCE is to supplement traditional classroom instruction and to expand the classroom into all areas of the community. This is accomplished by providing high school students with a series of planned personalized learning experiences in a variety of community work settings. EBCE is unique in that it allows students a role in shaping their own education. It directs learning experiences toward life situations designed to develop and achieve personal and intellectual goals.

In addition to the experiences a student may acquire in the work world, there is the orientation of the student to proper work attitudes, human relations skills, the nature of work and alternatives in career decision making.

EBCE attempts to recruit and serve students reflecting a wide range of high school students. Approximately 180 students from local high schools are served by the program each year. Utilizing over 600 community contacts and resources, the EBCE program offers an exploratory vocational education option not ordinarily available in a traditional high school setting.

3 Quincy High School, Work Experience Career Exploration Program (WECEP)

WECEP is a special needs cooperative vocational education program which operates under funding agreements with the Illinois State Board of Education and the local school district. The program goal is to help students, ages 14 to 15, who have problems staying in school to develop in three specific areas: personal growth, vocational exploration, and general education. The ultimate program goal is to orient each student toward the world of work.

Serving between 12 to 25 students per semester, the WECEP program at Quincy High School allows the student to work up to 23 hours per week during the school year. Every attempt is made to balance the needs of the student with those of the employer. In addition, each WECEP student's program is reviewed by the WECEP coordinator and the student's parents.

A major adjunct of the career exploration program is the "in-school" class. This related course is designed to explore pre-employment skills, on-the-job success, and the financial aspects of employment. A full range of student support services, such as counseling and tutorial assistance, is available to all participating students as a part of the regular high school program.

4 Rend Lake Community College, Early School Leaver Program (ESL)

The ESL program at Rend Lake Community College is jointly sponsored by the State Board of Education, Department of Adult, Vocational and Technical Education and the local community college district. The program is designed to extend cooperative vocational education experiences to those secondary level individuals who have left high school without graduating.

A unique feature of the program is the use of the community college setting as a learning environment. Located in southern Illinois, Rend Lake Community College serves 14 high schools in all or part of eight counties. The ESL program assists individuals referred to the program by the local high schools. A major goal of the program is to provide GED preparation combined with work experience. Assistance in gaining employment is stressed along with the student's individual needs. An extensive program of student support services is available to each student, including personal and career counseling, job placement assistance, job skills training, and financial aid.

The ESL program currently serves approximately fifty students per year. These students are drawn from counties that are predominantly rural in nature. The youth unemployment rate in the service area of Rend Lake Community College is exceptionally high in the State, yet in 1978 and 1979 the ESL program was able to assist all participating students to obtain employment, through CETA placement, while they were enrolled in the program.

5 William L. Dawson Urban Skill Center (Dawson Skill Center)

Operating in conjunction with the City College of Chicago system, the Dawson Skill Center offers vocational and technical training in eight different areas. Located on the south side of Chicago, the Center serves a predominantly non-white population. Most vocational training programs are offered over the course of the academic year, with program lengths ranging from nine months to two years. The number of hours per week varies depending on the program.

The major goal of the Center is to provide occupational training combined with personal development and growth of students. Particular attention is paid to developing a strong self-image through related education and personal development courses. In addition, a full complement of student support services is made available to all students. These services include child care, personal and career counseling, compensation for transportation to and from training at the Center, job placement, and individualized tutorial programs.

The majority of participants receive financial assistance from a variety of sources. Primary funding for the program is under CETA administration.

6 Joliet Junior College CETA Program

The Joliet Junior College, through funds received from the Comprehensive Employment and Training Act (CETA) serves a class of 50 students every four months in one of three vocational areas. These areas are secretarial sciences, welding, and industrial maintenance. Concomitant with the vocational training program, the student enrolls in a job seeking skills class called Job Preparedness Course (JPC) as well as a human communication skills program.

Students are selected for the program on the basis of individual interviews with counselors and the results of extensive aptitude testing. As the student progresses through the training program, individual evaluation reports and counseling sessions focus on identification of the most appropriate job setting related to his or her interests and aptitudes. Attempts are made to match the skill level of the student to the individual needs of the employer. Serving a diverse ethnic population in the area, the Joliet Junior College CETA program works on a contract basis with each student to design the most complete vocational program possible suited to the student's needs.

7 Ordill Career Development Center

The Ordill Career Development Center is a training program sponsored by the School of Technical Careers of Southern Illinois University at Carbondale and is primarily funded by prime sponsors of CETA. The Center provides occupational training as well as support services, basic education, communication skills, work orientation, and related training. The Center has individualized programs with the intent of providing education and training for persons least able to succeed in a traditional educational setting.

Eight specific occupational training areas are available including auto related programs, machine trades, food services, and fiberglass technician training. A wide range of student support services are available to all students. These services include personal and career counseling, transportation cost assistance, job development, GED preparation and student housing.

A feature of this training program is the weekly CETA stipend that is paid as long as the student remains in good standing with the Center. University resources such as tutorial services, in-service training for professional staff members, and Center research and evaluation are also made available to the program.

8 Cairo-Egyptian Adult Center

The Cairo-Egyptian Adult Center is designed to serve the community through academic and vocational training. This institution provides three major services: academic training such as GED preparation; vocational training for job placement; and counseling services for the development of human potential. Sample vocational training programs include: auto mechanics, office occupations, welding, and electricity.

This open-entry/open-exit program offers extensive student support services. While at the Center, students are encouraged to continue participation in both the academic and vocational programs. Services such as student meals, child care, job placement, transportation to and from the site, and personal counseling are available to all program participants.

Employment is the primary objective of the vocational program. Job searches are conducted to locate job opportunities and identify demands of the local market. Instruction on all phases of career development are offered by faculty and staff. A unique feature of the job survival program is the emphasis that is placed on success after the job has been found.

Offered under the auspices of the local school district, this program serves a mixed ethnic population in the southern Illinois tri-county area (Alexander, Pulaski, and Massac counties). In a geographic area where unemployment is exceptionally high, this program seeks to place all participants through interactive agreements with a wide range of public and private agencies.

Appendix B

STUDENT CONSENT FORM AND THE DATA COLLECTION FORM 1980-81

Dear Student,

CARVELL Education Management Planning, Inc. is conducting a research project for the Department of Adult, Vocational and Technical Education (AVTE), Illinois Office of Education, to study how people who receive vocational training feel about the training received and what changes it makes in their work and social lives. You can help by participating in the study by completing an interview and a short questionnaire. The questionnaire is not an intelligence or achievement test. The information that we can gain from you may help us in planning future vocational educational directions.

All results from the interview and follow-up sessions will be kept confidential, your name will not be used. You are free to withdraw from the study whenever you wish. It will require about one hour of your in-school time for the interview. If you are willing to participate in the study, please sign below.

This project has been reviewed and approved by the Illinois Office of Education, Department of Adult Vocational and Technical Education (AVTE) as adequately safeguarding the subject's privacy, welfare, civil liberties and rights. The monitor of the project is Dr. John Jordan, Consultant, Research and Development Section, Adult, Vocational and Technical Education. His telephone number is (217) 782-4620.

I have read the material above, and any questions I have asked have been answered to my satisfaction. I agree to participate in this study, realizing that I may withdraw without prejudice at any time.

______________________________ Date ________________

(Student)

______________________________ Date ________________

(Interviewer)

TELEPHONE
Case Study Data Sheet for 1980-81

Case Subject Name:______________________________ Case No.:__________

Telephone No.______________________ Alternate No.__________________

Current Address:____

City:____________________ State:__________ Zip:__________

Age:______ Sex: M F Ethnic Group: B W H AP NA O

GEOGRAPHIC MOBILITY

Comments

1. Born in state ○
2. Resident of same area for four or more years ○
3. Resides in same area after training: 1979-80 ○
   1980-81 ○
4. Moved within the state to:
   - city/urban area ○
   - suburban area ○
   - rural area ○
5. Moved out of the state to:
   - city/urban area ○
   - suburban area ○
   - rural area ○
6. Reasons for making move:
   - take job/seek work ○
   - lost job ○
   - personal/family ○
   - school/training ○
   - health/medical ○
   - other: specify ○

EDUCATION & TRAINING

7. Received prior voc. educ. training ○

		Comments
8. Completed high school or G.E.D.	○	
9. Completed designated voc. educ. training program	○	Date of completion: ______mo. ____yr.
10. Enrolled/continued further voc. training or schooling:	○	Program:____________________
full-time	○	Length: ___under 3 mos.
part-time	○	___4 to 6 mos.
related to former trng.	○	___7 to 12 mos.
related to present job	○	___over 12 mos.

FORMER EMPLOYMENT/OCCUPATIONAL PATTERN

11. Held job(s) prior to program	○	
12. Skill requirements of prior job(s) were low level	○	
13. Highest prior wage near or below minimum wage level	○	

POST-TRAINING EMPLOYMENT PATTERN

14. Employed in related job :		Job title:____________________
full-time	○	
part-time	○	
15. Employed in unrelated job:		Job title:____________________
full-time	○	
part-time	○	
16. Have been steadily employed since training	○	
17. Have been unemployed for a period since training:		Dates:__________ to __________
one month or less	○	
2 to 6 mos.	○	
over 6 mos.	○	
18. Not now employed, but was sometime after training:		Dates:__________ to __________
related full-time	○	
related part-time	○	Job title:____________________
unrelated full-time	○	
unrelated part-time	○	

		Comments
19. Since leaving the training program case subject has:		
worked in same occupation	○	
changed occupations	○	
worked for same employer	○	
changed employers	○	
been fired	○	
been laid off of work	○	
quit his/her job	○	
received a job promotion	○	
received on-the-job trng.	○	
received company/union sponsored training	○	
other: specify	○	
20. Post-training wage level is higher than before	○	Highest prior hourly wage: $_______ Starting hourly wage: $_______ Present hourly wage: $_______
21. Case subject expressed job satisfaction in 1979-80	○	___Very satisfied ___Satisfied
in 1980-81	○	___Not satisfied ___ No opinion
22. Union member, before training	○	
Union member in 1979-80	○	Name of union: (current) ____________
Union member in 1980-81	○	
23. Received employee benefits on job(s) before training	○	Type of changes:
Received benefits in 1979-80	○	
Received benefits in 1980-81	○	
24. Had valid driver's license:		
before/during training	○	
after training in 1979-80	○	
after training in 1980-81	○	

FAMILY/HOUSEHOLD PATTERNS

25. Head of household	○	Single head of household :_____
26. Number of dependent minors	___	
27. Received public/state aid:		
before/during training	○	
after training in 1980-81	○	

Comments

SOCIAL & COMMUNITY INVOLVEMENT

28. Registered or voted before/ during training ○
    Registered or voted in 1979-80 ○
    Registered or voted in 1980-81 ○

29. Involved in school (student/ parent) activities before trng. ○
    Involved in school in 1979-80 ○
    Involved in school in 1980-81 ○

30. Involved in neighborhood/ community activities before trng. ○
    Involved in activities in 1979-80 ○
    Involved in activities in 1980-81 ○

31. Involved in church/club activites before/during training ○
    Involved in activities in 1979-80 ○
    Involved in activities in 1980-81 ○

STUDENT RATING OF SELECTED PROGRAM FACTORS

32. Rated counseling as helpful while enrolled in training program ○
    Rated counseling helpful in 1979-80 ○
    Rated counseling helpful in 1980-81 ○

33. Rated teacher assistance/concern as helpful while enrolled in trng. ○
    Rated teacher assistance helpful in 1979-80 ○
    1980-81 ○

34. Rated training as realistic while enrolled in program ○
    Rated training as realistic in 1979-80 ○
    Rated training as realistic in 1980-81 ○

35. Support from other students rated important while enrolled in trng. ○
    Support rated important in 1979-80 ○
    Support rated important in 1980-81 ○

Comments

36. Received financial aid as part of program involvement ○

Rated financial aid as very helpful while enrolled in program ○

Rated financial aid very impt. 1979-80 ○

Rated financial aid very impt. 1980-81 ○

POST-TRAINING ASSESSMENT OF PROGRAM IMPACT

37. Training was an important factor in entering present occupation ○

38. Training was an important factor in developing a positive self-image ○

39. Training helped change expectations about life and work ○

40. Training provided more than job skills ○

41. Consistency & structure were deemed important to success in student learning during training program ○

MAJOR HEALTH/MEDICAL PROBLEMS AFFECTING EDUCATION OR OCCUPATIONAL PATTERNS

42. Major medical problem affected school, training, or job sometime before or during training program ○

Medical problem affected case subject sometime after training program ○

GENERAL COMMENTS:

Date of Interview:________________ Interviewer:______________________________

Appendix C

CASE STUDY SUBJECT CONTACT RECORD BY PROGRAM SITE FOR EACH PROJECT YEAR 1978-79 to 1980-81

CASE STUDY SUBJECT CONTACT RECORD BY EACH PROJECT YEAR, 1978-79 to 1980-81

Case Number	Contact by Project Year		
	1978-79	1979-80	1980-81
Rend Lake			
01501 2199	X	No	X
01502 2199	X	X	No
01503 1199	X	X	X
01504 2199	X	X	X
01505 2199	X	X	X
01506 2399	X	X	X
01507 2399	X	X	X
01508 2199	X	X	X
01509 2199	X	X	X
01510 2199	X	X	X
01511 1199	X	X	No
Contacts per year	11	10	9
Percent per year	100%	91%	82%
Joliet Junior College			
02201 1117	X	X	X
02202 1517	X	X	X
02203 2117	X	X	X
02204 2314	X	X	X
02205 2317	X	X	X
02206 2114	X	X	X
02207 2314	X	X	X
02208 2117	X	X	X
02209 1117	X	X	X
02210 1317	X	Died in 1979	
Contacts per year	10	9	9
Percent per year	100%	100%	100%
Joliet Central High School			
03501 1299	X	X	X
03502 1199	X	X	X
03503 2299	X	X	X
03504 2199	X	X	X
03505 2199	X	X	X
03506 1199	X	X	X
03507 2199	X	X	X
03508 1399	X	X	X
03509 1399	X	X	X
Contacts per year	9	9	9
Percent per year	100%	100%	100%

Case Number	1978-79	1979-80	1980-81
Cairo-Egyptian Adult Center			
04101 2117	X	No	No
04102 2114	X	X	X
04103 2317	X	X	No
04104 1117	X	X	X
04105 1316	X	X	No
04106 2107	X	X	X
04107 1117	X	X	X
04108 1317	X	X	X
04109 1307	X	X	No
04110 1117	X	X	X
04111 1117	X	No	No
Contacts per year	11	9	6
Percent per year	100%	82%	55%
Ordill Career Development Center			
05201 1317	X	No	No
05202 1117	X	No	X
05203 1317	X	X	X
05204 1317	X	X	X
05205 1117	X	X	X
05206 1117	X	X	No
05207 1117	X	X	X
05208 1517	X	X	X
05209 1117	X	X	X
05210 1117	X	No	No
05211 1117	X	X	X
05212 2117	X	X	X
05213 2117	X	X	X
05214 2317	X	X	X
05215 2117	X	X	X
05216 2117	X	X	X
05217 2117	X	X	X
05218 2117	X	X	X
05219 2117	X	X	X
05220 1217	X	X	X
05221 1117	X	X	X
Contacts per year	21	18	18
Percent per year	100%	86%	86%

Case Number	1978-79	1979-80	1980-81
Quincy High School			
06401 1199	X	No	X
06402 2199	X	X	X
06403 2199	X	X	X
06404 1199	X	X	X
06405 2199	X	X	X
06406 2299	X	X	X
06407 2199	X	X	X
06408 1399	X	X	X
06409 2199	X	X	X
06410 2199	X	X	X
Contacts per year	10	9	10
Percent per year	100%	90%	100%
DuPage Area Vocational Education Authority			
07501 2107	X	X	X
07502 1116	X	X	X
07503 2101	X	X	X
07504 1117	X	X	X
07505 2114	X	X	X
07506 2109	X	X	X
07507 1117	X	X	X
07508 1117	X	X	X
07509 2114	X	X	X
07510 1117	X	X	X
07511 2116	X	No	X
07512 2107	X	X	X
07513 1116	X	X	X
07514 1214	X	X	X
07515 1117	X	X	X
07516 2114	X	No	X
07517 1717	X	No	X
07518 2104	X	X	X
07519 1117	X	X	X
07520 2217	X	X	X
07521 1117	X	X	X
07522 2104	X	X	X
07523 1117	X	X	X
07524 1114	X	X	No
07525 1117	X	No	X
07526 2117	X	X	X
Contacts per year	26	22	25
Percent per year	100%	85%	96%

Case Number	1978-79	1979-80	1980-81
William L. Dawson Skill Center			
08201 2307	X	X	X
08202 2314	X	No	No
08203 2507	X	X	X
08204 2207	X	X	X
08205 2307	X	X	X
08206 1307	X	No	No
08207 2307	X	X	No
08208 2307	X	X	X
08209 1107	X	X	X
08210 2307	X	X	X
08211 2107	X	No	X
08212 2207	X	X	No
08213 1317	X	No	X
08214 1317	X	X	X
08215 1317	X	X	X
08216 2117	X	X	X
08217 2317	X	No	X
08218 1217	X	X	X
08219 2314	X	X	X
08220 2314	X	X	X
08221 2314	X	No	No
08222 2314	X	X	X
08223 2314	X	X	X
08224 2314	X	X	X
08225 2314	X	X	X
08226 2314	X	No	No
08227 1317	X	X	X
08228 2314	X	X	X
Contacts per year	28	21	22
Percent per year	100%	75%	79%

Appendix D

CASE STUDY SUBJECT CODING SYSTEM

EXPLANATION OF STUDENT CASE FILE CODE NUMBERING SYSTEM

Case files are coded with a nine digit number identifying six components that can be used to classify each case study file. The six components and the code system for each component are explained below.

Sample Case Study Number

01 5 01 2 3 17

Program Site Identity (2 digits)

- 01 Rend Lake
- 02 Joliet Community Col.
- 03 Joliet High School
- 04 Cairo Egyptian Adult
- 05 Ordill Career Dev. Center
- 06 Quincy High School
- 07 DAVEA Center
- 08 Dawson Skill Center

Student Subgroup Identity (1 digit)

- 1 Public Aid recipient
- 2 CETA student
- 3 Correctional student
- 4 WECEP
- 5 Secondary student

Individual Student Identity Number by Program Site (1 digit)

01 to 99 Individual code numbers given to each student interviewed at each site.

Sex of Student (1 digit)

- 1 Male
- 2 Female

Ethnic Group of Student (1 digit)

- 1 White (non-hispanic)
- 2 Hispanic
- 3 Black
- 4 Filipino
- 5 Asian/Pacific Islander
- 6 American Indian
- 7 Other

USOE Vocational Program Code Number (2 digits)

- 01 Agriculture
- 04 Distributive
- 07 Health
- 09 Home Economics
- 10 Industrial Arts/Prevocational
- 14 Office
- 16 Technical
- 17 Trade & Industry
- 99 Other

Appendix E

SUMMARY OF CASE STUDY CHARACTERISTICS
BY SAMPLE PROGRAM SITE
1980-81

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
1. REND LAKE COMMUNITY COLLEGE

1-1

IDENTIFYING CHARACTERISTICS		1	2	3	4	5	6	7	8	9	10	11	TOTALS #	TOTALS %
CASE NUMBER:		01502 2199 1/	01503 1199	01504 2199	01505 2199 *	01506 2399	01507 2399	01508 2199	01509 2199	01510 2199	01511 1199 1/	01501 2199		
GEOGRAPHIC MOBILITY														
. BORN IN STATE		●	●	●	●			●	●	●	●		8/11	73%
. RESIDENT OF SAME AREA FOUR OR MORE YEARS			●	●	●	●	●	●	●	●		●	9/11	82%
. RESIDES IN SAME AREA AFTER TRAINING:	1979-80	●	●	●	●	●	●	●	●	●		●	10/11	91%
	1980-81		●	●	●	●	●	●	●	●		●	9/11	82%
. MOVED WITHIN THE STATE TO:														
CITY/URBAN AREA														
SUBURBAN AREA														
RURAL AREA														
. MOVED OUT OF THE STATE TO:														
CITY/URBAN AREA														
SUBURBAN AREA														
RURAL AREA														
. REASON FOR MOVING:														
TAKE JOB/SEEK WORK														
LOST JOB														
PERSONAL/FAMILY														
SCHOOL/TRAINING														
HEALTH/MEDICAL														
OTHER														
EDUCATION & TRAINING														
. RECEIVED PRIOR VOC. EDUC. TRAINING				●				●			●	●	4/11	36%
. COMPLETED HIGH SCHOOL OR G.E.D.				●	●	●		●	●		●	●	7/11	64%
. COMPLETED DESIGNATED VOC. EDUC. TRAINING PROGRAM		●	●	●	●	●		●	●		●	●	9/11	82%
. ENROLLED/CONTINUED FURTHER VOC. TRAINING OR SCHOOLING:														
FULL-TIME		●		●	●			●					4/11	36%
PART-TIME													--	--
RELATED TO FORMER TRAINING					●			●					2/4	50%
RELATED TO PRESENT JOB				●				●					2/4	50%

1/ These two cases were not available for follow up this year.
* Case for individual narrative.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS

1. REND LAKE COMMUNITY COLLEGE

CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	11	1-2 TOTAL TOTALS #	%
IDENTIFYING CHARACTERISTICS	01502 2199 1/	01503 1199	01504 2199	01505 2199 *	01506 2399	01507 2399	01508 2199	01509 2199	01510 2199	01511 1199 1/	01501 2199		
EMPLOYMENT PATTERN													
. HELD JOB(S) PRIOR TO TRAINING PROGRAM	●	●	●	●	●	●	●	●	●	●	●	11/11	100%
SKILLS REQUIRED WERE LOW LEVEL	●		●		●	●	●	●	●		●	8/11	73%
HIGHEST PRIOR WAGE WAS AT OR BELOW MINIMUM WAGE LEVEL	●				●	●	●	●	●		●	7/11	64%
. POST-TRAINING EMPLOYMENT: (1980-81; N=9)													
FULL-TIME			●				●				●	3/9	33%
PART-TIME												--	--
RELATED TO FORMER TRAINING			●				●					2/9	22%
UNRELATED TO FORMER TRAINING											●	1/9	11%
. EMPLOYMENT SINCE TRAINING HAS BEEN STEADY							●					1/9	11%
. HAVE BEEN UNEMPLOYED SINCE TRAINING FOR A PERIOD OF:													
ONE MONTH OR LESS												--	--
TWO TO SIX MONTHS				●								1/9	11%
OVER SIX MONTHS		●	●		●	●		●	●			6/9	67%
. NOT NOW EMPLOYED, BUT WAS SOMETIME AFTER TRAINING IN A JOB THAT WAS:													
RELATED FULL-TIME				●								1/9	11%
RELATED PART-TIME												--	--
UNRELATED FULL-TIME								●				1/9	11%
UNRELATED PART-TIME									●			1/9	11%
. SINCE LEAVING TRAINING, CASE SUBJECT HAS:													
WORKED IN SAME OCCUPATION												--	--
CHANGED OCCUPATIONS			●				●	●				3/9	33%
WORKED FOR SAME EMPLOYER							●					1/9	11%
CHANGED EMPLOYER			●					●				2/9	22%
BEEN FIRED												--	--
BEEN LAID OFF									●			1/9	11%
QUIT HER/HIS JOB				●				●				2/9	22%
RECEIVED A PROMOTION			●				●					2/9	22%
RECEIVED ON-THE-JOB TRAINING			●				●					2/9	22%
RECEIVED COMPANY/UNION TRAINING			●									1/9	11%
RECEIVED RAISE			●	●			●					3/9	33%
OTHER												--	--

1/ These two cases were not available for follow up this year.
* Case for individual narrative.

1980-81

SUMMARY OF CASE SUBJECT CHARACTERISTICS

1. REND LAKE COMMUNITY COLLEGE

1-3

IDENTIFYING CHARACTERISTICS	CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	11	TOTAL TOTALS #	%
		01502 2199 1/	01503 1199	01504 2199	01505 2199 *	01506 2399	01507 2399	01508 2199	01509 2199	01510 2199	01511 1199 1/	01501 2199		
EMPLOYMENT PATTERN, CONT'D														
. POST-TRAINING WAGE LEVEL IS HIGHEST				●	●			●					3/11	27%
. EXPRESSED JOB SATISFACTION:	1979-80							●					1/10	10%
	1980-81			●				●					2/9	22%
. UNION MEMBERSHIP:	BEFORE TRAINING										●		1/11	9%
	1979-80												--	--
	1980-81			●									1/9	11%
. RECEIVED EMPLOYEE BENEFITS:	BEFORE TRAINING	●						●	●	●	●		5/11	45%
	1979-80												--	--
	1980-81			●				●					2/9	22%
FAMILY/HOUSEHOLD PATTERN														
. HAD VALID DRIVER'S LICENSE :	BEFORE TRAINING	●	●	●	●	●	●	●			●	●	9/11	82%
	1979-80	●	●	●	●	●	●	●			●	●	9/11	82%
	1980-81		●	●	●	●		●		●		●	7/9	78
. HEAD OF HOUSEHOLD				●	●	●		●	●	●	●	●	8/11	73%
. SINGLE HEAD OF HOUSEHOLD				●	●	●		●	●	●		●	7/11	64%
. NUMBER OF MINOR DEPENDENTS					2	2	1	1	1	1	1	1	10	
. RECEIVED PUBLIC OR STATE AID :	BEFORE TRAINING	●	●	●	●	●	●	●	●	●	●	●	11/11	100%
	1979-80												--	--
	1980-81				●	●	●			●			4/9	44%
SOCIAL & COMMUNITY INVOLVEMENT														
. REGISTERED TO VOTE:	BEFORE TRAINING						●	●					2/11	18%
	1979-80						●	●					2/10	20%
	1980-81		●			●		●					3/9	33%
. INVOLVED IN SCHOOL ACTIVITIES:	BEFORE TRAINING												--	--
	1979-80												--	--
	1980-81												--	--

1/ These two cases were not available for follow up this year.
* Case for individual narrative.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
1. REND LAKE COMMUNITY COLLEGE

IDENTIFYING CHARACTERISTICS	CASE NUMBER: 1 01502 2199 1/	2 01503 1199	3 01504 2199	4 01505 2199 *	5 01506 2399	6 01507 2399	7 01508 2199	8 01509 2199	9 01510 2199	10 01511 1199 1/	11 01501 2199	1-4 TOTAL TOTALS #	%
SOCIAL & COMMUNITY INVOLVEMENT, CONT'D													
• INVOLVED IN COMMUNITY/NEIGHBORHOOD ACTIVITIES: BEFORE TRAINING			●			●						2/11	18%
1979-80			●			●						2/10	20%
1980-81												--	--
• INVOLVED IN CHURCH/CLUB ACTIVITIES: BEFORE TRAINING						●						1/11	9%
1979-80						●						1/10	10%
1980-81												--	--
RATING OF SELECTED PROGRAM FACTORS													
• RATED COUNSELING AS HELPFUL: DURING TRAINING	●		●	●		●			●	●	●	7/11	64%
1979-80		●	●	●	●	●						5/10	50%
1980-81		●	●	●	●		●					5/9	56%
• RATED TEACHER CONCERN AS HELPFUL: DURING TRAINING								●			●	2/11	18%
1979-80		●	●		●	●	●		●	●		7/10	70%
1980-81		●	●	●	●		●		●			6/9	67%
• RATED TRAINING AS REALISTIC: DURING TRAINING												--	--
1979-80			●									1/10	10%
1980-81		●	●	●	●		●					5/9	56%
• RATED SUPPORT OF OTHER STUDENTS IMPORTANT: DURING TRAINING								●				1/11	9%
1979-80		●	●		●	●	●					5/10	50%
1980-81		●	●	●	●		●		●			6/9	67%
• RECEIVED FINANCIAL AID AS PART OF PROGRAM	●	●	●	●	●	●	●	●	●	●	●	11/11	100%
• RATED FINANCIAL AID AS VERY HELPFUL: DURING TRAINING			●	●	●	●	●		●	●	●	8/11	73%
1979-80		●	●	●	●	●	●		●	●		8/10	80%
1980-81		●	●	●	●	●	●		●			7/9	78%

1/ These two cases were not available for follow up this year.
* Case for individual narrative.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
1. REND LAKE COMMUNITY COLLEGE

CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	11	1-5 TOTAL TOTALS #	%
IDENTIFYING CHARACTERISTICS	01502 2199 1/	01503 1199	01504 2199	01505 2199 *	01506 2399	01507 2399	01508 2199	01509 2199	01510 2199	01511 1199 1/	01501 2199		
POST-TRAINING ASSESSMENT OF PROGRAM IMPACT													
• IDENTIFIED TRAINING AS AN IMPORTANT FACTOR IN:													
ENTERING PRESENT OCCUPATION			●				●					2/9	22%
DEVELOPING POSITIVE SELF-IMAGE		●	●	●	●		●					5/9	56%
CHANGING LIFE/WORK EXPECTATIONS		●	●	●			●					4/9	44%
• TRAINING PROVIDED MORE THAN JOB SKILLS			●				●					2/9	22%
• CONSISTENCY AND STRUCTURE WERE IMPORTANT FACTORS LEADING TO SUCCESS IN THE TRAINING PROGRAM			●	●	●		●	●				5/9	56%
HEALTH & MEDICAL PROBLEMS													
• MEDICAL PROBLEM(S) AFFECTED SCHOOL, TRAINING, OR JOB SOMETIME BEFORE OR DURING TRAINING			●			●			●			3/9	33%
• MEDICAL PROBLEM(S) AFFECTED CASE SUBJECT SOMETIME AFTER LEAVING TRAINING PROGRAM				●					●			2/9	22%

1/ These two cases were not available for follow up this year.
* Case for individual narrative.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
2. JOLIET JUNIOR COLLEGE

CASE NUMBER:		1	2	3	4	5	6	7	8	9	10	TOTAL	
IDENTIFYING CHARACTERISTICS		02201 1117	02202 1517*	02203 2117*	02204 2314	02205 2317*	02206 2114	02207 2814*	02208 2117	02209 1117*	Deceased	TOTALS #	%
GEOGRAPHIC MOBILITY													
. BORN IN STATE		●		●			●	●	●	●		6/9	67%
. RESIDENT OF SAME AREA FOUR OR MORE YEARS		●		●		●	●	●	●	●		7/9	78%
. RESIDES IN SAME AREA AFTER TRAINING:	1979-80	●	●	●	●	●	●	●	●	●		9/9	100%
	1980-81		●	●	●	●	●	●	●			7/9	78%
. MOVED WITHIN THE STATE TO:													
CITY/URBAN AREA													
SUBURBAN AREA													
RURAL AREA													
. MOVED OUT OF THE STATE TO:													
CITY/URBAN AREA		●										1/9	11%
SUBURBAN AREA										●		1/9	11%
RURAL AREA													
. REASON FOR MOVING:													
TAKE JOB/SEEK WORK													
LOST JOB										●		1/9	11%
PERSONAL/FAMILY										●		1/9	11%
SCHOOLING/TRAINING													
HEALTH/MEDICAL													
OTHER		●										1/9	11%
EDUCATION & TRAINING													
. RECEIVED PRIOR VOC. EDUC. TRAINING			●					●		●		3/9	33%
. COMPLETED HIGH SCHOOL OR G.E.D.		●	●	●	●	●	●	●	●	●		9/9	100%
. COMPLETED DESIGNATED VOC. EDUC. TRAINING PROGRAM		●	●	●	●	●	●	●	●	●		9/9	100%
. ENROLLED/CONTINUED FURTHER VOC. TRAINING OR SCHOOLING:													
FULL-TIME		●			●							2/9	22%
PART-TIME								●				1/9	11%
RELATED TO FORMER TRAINING								●				1/3	33%
RELATED TO PRESENT JOB								●				1/3	33%

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* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
2. JOLIET JUNIOR COLLEGE

2-2

IDENTIFYING CHARACTERISTICS CASE NUMBER:	1 02201 1117	2 02202 1517*	3 02203 2117*	4 02204 2314	5 02205 2317*	6 02206 2114	7 02207 2514*	8 02208 2117	9 02209 1117*	10 Deceased	TOTAL TOTALS #	 %
EMPLOYMENT PATTERN											9/9	100%
, HELD JOB(S) PRIOR TO TRAINING PROGRAM	●	●	●	●	●	●	●	●	●		3/9	33%
SKILLS REQUIRED WERE LOW LEVEL			●			●	●					
HIGHEST PRIOR WAGE WAS AT OR BELOW MINIMUM WAGE LEVEL			●			●	●				3/9	33%
, POST-TRAINING EMPLOYMENT IS: (1980-81)											6/[illegible]	[illegible]
FULL-TIME	●			●	●	●	●	●			--	--
PART-TIME											4/9	44%
RELATED TO FORMER TRAINING				●	●	●	●				2/9	22%
UNRELATED TO FORMER TRAINING	●							●				
, EMPLOYMENT SINCE TRAINING HAS BEEN STEADY	●			●		●	●				4/9	44%
, HAVE BEEN UNEMPLOYED SINCE TRAINING FOR A PERIOD OF:											--	--
ONE MONTH OR LESS											3/9	33%
TWO TO SIX MONTHS		●	●					●			2/9	22%
OVER SIX MONTHS					●				●			
, NOT NOW EMPLOYED, BUT WAS SOMETIME AFTER TRAINING IN A JOB THAT WAS:											3/9	33%
RELATED FULL-TIME		●	●						●		--	--
RELATED PART-TIME											--	--
UNRELATED FULL-TIME											--	--
UNRELATED PART-TIME												
, SINCE LEAVING TRAINING, CASE SUBJECT HAS:											5/9	56%
WORKED IN SAME OCCUPATION				●	●	●	●	●			2/9	22%
CHANGED OCCUPATIONS	●								●		5/9	56%
WORKED FOR SAME EMPLOYER				●	●	●	●	●			2/9	22%
CHANGED EMPLOYER	●								●		--	--
BEEN FIRED											3/9	33%
BEEN LAID OFF		●	●		●						1/9	11%
QUIT HER/HIS JOB									●		3/9	33%
RECEIVED A PROMOTION					●	●	●				1/9	11%
RECEIVED ON-THE-JOB TRAINING	●										--	--
RECEIVED COMPANY/UNION TRAINING											7/9	78%
RECEIVED RAISE		●	●	●	●	●	●		●		1/9	11%
OTHER	●											

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* Cases for individual narratives:

6

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
2. JOLIET JUNIOR COLLEGE

IDENTIFYING CHARACTERISTICS		CASE NUMBER: 1 02201 1117	2 02202 1517 *	3 02203 2117 *	4 02204 2314	5 02205 2317 *	6 02206 2114	7 02207 2814 *	8 02208 2117	9 02209 1117 *	10 Deceased	2-3 TOTAL TOTALS #	%
EMPLOYMENT PATTERN, CONT'D													
. POST-TRAINING WAGE LEVEL IS HIGHEST			●	●	●	●	●	●	●	●		8/9	89%
. EXPRESSED JOB SATISFACTION:	1979-80	●	●	●	●	●	●	●				7/9	78%
	1980-81		●	●	●	●	●	●	●			7/9	78%
. UNION MEMBERSHIP:	BEFORE TRAINING									●		1/9	11%
	1979-80		●	●		●				●		4/9	44%
	1980-81		●	●	●	●						4/9	44%
. RECEIVED EMPLOYEE BENEFITS:	BEFORE TRAINING	●			●	●	●		●	●		6/9	67%
	1979-80		●	●		●	●	●		●		6/9	67%
	1980-81	●	●	●	●	●	●	●	●			8/9	89%
FAMILY/HOUSEHOLD PATTERN													
. HAD VALID DRIVER'S LICENSE:	BEFORE TRAINING	●	●		●		●	●	●	●		7/9	78%
	1979-80	●	●	●	●	●	●	●	●	●		9/9	100%
	1980-81	●	●	●	●	●	●	●	●	●		9/9	100%
. HEAD OF HOUSEHOLD			●	●	●	●				●		5/9	56%
. SINGLE HEAD OF HOUSEHOLD				●	●	●				●		4/9	44%
. NUMBER OF MINOR DEPENDENTS			2	1	4	1	1	3	2			14	
. RECEIVED PUBLIC OR STATE AID:	BEFORE TRAINING	●	●	●	●	●	●	●	●	●		9/9	100%
	1979-80											--	--
	1980-81									●		1/9	11%
SOCIAL & COMMUNITY INVOLVEMENT													
. REGISTERED TO VOTE:	BEFORE TRAINING				●		●			●		3/9	33%
	1979-80			●	●		●			●		4/9	44%
	1980-81			●	●	●	●		●	●		6/9	67%
. INVOLVED IN SCHOOL ACTIVITIES:	BEFORE TRAINING						●		●			2/9	22%
	1979-80						●		●			2/9	22%
	1980-81								●			1/9	11%

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* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
2. JOLIET JUNIOR COLLEGE

2-4
TOTAL

IDENTIFYING CHARACTERISTICS	CASE NUMBER: 1	2	3	4	5	6	7	8	9	10	TOTALS #	%
	02201 1117	02202 1517*	02203 2117*	02204 2314	02205 2317*	02206 2114	02207 2814*	02208 2117	02209 1117*	Deceased		
SOCIAL & COMMUNITY INVOLVEMENT, CONT'D												
• INVOLVED IN COMMUNITY/NEIGHBORHOOD ACTIVITIES; BEFORE TRAINING		●		●		●		●			4/9	44%
1979-80		●				●		●			3/9	33%
1980-81		●				●			●		3/9	33%
• INVOLVED IN CHURCH/CLUB ACTIVITIES: BEFORE TRAINING						●					1/9	11%
1979-80						●					1/9	11%
1980-81					●	●					2/9	22%
RATING OF SELECTED PROGRAM FACTORS												
• RATED COUNSELING AS HELPFUL: DURING TRAINING	●	●				●	●	●	●		6/9	67%
1979-80		●	●		●	●	●				5/9	56%
1980-81		●	●	●	●	●	●	●	●		8/9	89%
• RATED TEACHER CONCERN AS HELPFUL: DURING TRAINING											--	--
1979-80	●	●				●	●		●		5/9	56%
1980-81		●	●	●	●	●	●	●	●		8/0	89%
• RATED TRAINING AS REALISTIC: DURING TRAINING											--	--
1979-80	●	●	●			●	●	●			6/9	67%
1980-81		●	●	●	●	●	●	●	●		8/9	89%
• RATED SUPPORT OF OTHER STUDENTS IMPORTANT: DURING TRAINING											--	--
1979-80			●			●	●				3/9	33%
1980-81		●	●	●	●	●	●	●	●		8/9	89%
• RECEIVED FINANCIAL AID AS PART OF PROGRAM	●	●	●	●	●	●	●	●	●		9/9	100%
• RATED FINANCIAL AID AS VERY HELPFUL: DURING TRAINING		●		●		●	●	●	●		6/9	67%
1979-80		●	●			●	●	●	●		6/9	67%
1980-81		●		●	●	●	●	●	●		7/9	78%

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* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
2. JOLIET JUNIOR COLLEGE

CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	2-5 TOTAL	
IDENTIFYING CHARACTERISTICS	02201 1117	02202 1317*	02203 2117*	02204 2314	02205 2317*	02206 2114	02207 2314*	02208 2117	02209 1117*	Deceased	TOTALS #	%
POST-TRAINING ASSESSMENT OF PROGRAM IMPACT												
• IDENTIFIED TRAINING AS AN IMPORTANT FACTOR IN:												
ENTERING PRESENT OCCUPATION		●	●	●	●	●	●				6/9	67%
DEVELOPING POSITIVE SELF-IMAGE		●	●	●	●	●	●	●	●		8/9	89%
CHANGING LIFE/WORK EXPECTATIONS		●	●	●	●	●	●	●			7/9	78%
• TRAINING PROVIDED MORE THAN JOB SKILLS		●	●	●	●	●	●	●	●		8/9	89%
• CONSISTENCY AND STRUCTURE WERE IMPORTANT FACTORS LEADING TO SUCCESS IN THE TRAINING PROGRAM		●	●	●		●	●	●	●		7/9	78%
HEALTH & MEDICAL PROBLEMS												
• MEDICAL PROBLEM(S) AFFECTED SCHOOL, TRAINING, OR JOB SOMETIME BEFORE OR DURING TRAINING											--	--
• MEDICAL PROBLEM(S) AFFECTED CASE SUBJECT SOMETIME AFTER LEAVING TRAINING PROGRAM									●		1/9	11%

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* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS

3. JOLIET HIGH SCHOOL

3-1
TOTAL

IDENTIFYING CHARACTERISTICS	CASE NUMBER: 1 03501 1299	2 03502 1199	3 03503 2299	4 03504 2199	5 03505 2199	6 03506 1199	7 03507 2199	8 03508 1399	9 03509 1399 *	TOTALS #	%
GEOGRAPHIC MOBILITY											
. BORN IN STATE	●	●	●	●	●	●	●	●	●	9/9	100%
. RESIDENT OF SAME AREA FOUR OR MORE YEARS	●	●	●	●	●	●	●	●	●	9/9	100%
. RESIDES IN SAME AREA AFTER TRAINING: 1979-80	●	●	●	●	●	●	●	●	●	9/9	100%
1980-81	●	●	●	●	●	●	●	●	●	9/9	100%
. MOVED WITHIN THE STATE TO:											
CITY/URBAN AREA											
SUBURBAN AREA											
RURAL AREA											
. MOVED OUT OF THE STATE TO:											
CITY/URBAN AREA											
SUBURBAN AREA											
RURAL AREA											
. REASON FOR MOVING:											
TAKE JOB/SEEK WORK											
LOST JOB											
PERSONAL/FAMILY											
SCHOOLING/TRAINING											
HEALTH/MEDICAL											
OTHER											
EDUCATION & TRAINING											
. RECEIVED PRIOR VOC. EDUC. TRAINING									●	1/9	11%
. COMPLETED HIGH SCHOOL OR G.E.D.	●	●	●	●	●	●	●	●	●	9/9	100%
. COMPLETED DESIGNATED VOC. EDUC. TRAINING PROGRAM	●	●	●	●	●	●	●	●	●	9/9	100%
. ENROLLED/CONTINUED FURTHER VOC. TRAINING OR SCHOOLING:											
FULL-TIME				●	●	●	●	●	●	6/9	67%
PART-TIME										--	--
RELATED TO FORMER TRAINING					●		●	●	●	4/6	67%
RELATED TO PRESENT JOB				●				●		2/6	33%

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*CASES USED FOR INDIVIDUAL NARRATIVES.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS

3. JOLIET HIGH SCHOOL

IDENTIFYING CHARACTERISTICS CASE NUMBER:	1 03501 1299	2 03502 1199	3 03503 2299	4 03504 2199	5 03505 2199	6 03506 1199	7 03507 2199	8 03508 1399	9 03509 1399 *	TOTAL TOTALS #	 %
EMPLOYMENT PATTERN											
. HELD JOB(s) PRIOR TO TRAINING PROGRAM	●	●		●	●	●		●	●	7/9	78%
SKILLS REQUIRED WERE LOW LEVEL	●	●		●	●	●		●	●	7/9	78%
HIGHEST PRIOR WAGE WAS AT OR BELOW MINIMUM WAGE LEVEL	●	●		●	●	●		●	●	7/9	78%
. POST-TRAINING EMPLOYMENT IS: (1980-81)											
FULL-TIME	●	●	●						●	4/9	44%
PART-TIME				●	●		●	●		4/9	44%
RELATED TO FORMER TRAINING					●		●	●		3/9	33%
UNRELATED TO FORMER TRAINING	●	●	●	●					●	5/9	56%
. EMPLOYMENT SINCE TRAINING HAS BEEN STEADY	●	●	●				●	●		5/9	56%
. HAVE BEEN UNEMPLOYED SINCE TRAINING FOR A PERIOD OF:											
ONE MONTH OR LESS										--	--
TWO TO SIX MONTHS									●	1/9	11%
OVER SIX MONTHS				●	●	●				3/9	33%
. NOT NOW EMPLOYED, BUT WAS SOMETIME AFTER TRAINING IN A JOB THAT WAS:											
RELATED FULL-TIME										--	--
RELATED PART-TIME										--	--
UNRELATED FULL-TIME										--	--
UNRELATED PART-TIME										--	--
. SINCE LEAVING TRAINING, CASE SUBJECT HAS:											
WORKED IN SAME OCCUPATION	●	●		●	●		●	●		6/9	67%
CHANGED OCCUPATIONS			●						●	2/9	22%
WORKED FOR SAME EMPLOYER	●	●		●	●		●	●		6/9	67%
CHANGED EMPLOYER			●						●	2/9	22%
BEEN FIRED										--	--
BEEN LAID OFF									●	1/9	11%
QUIT HER/HIS JOB						●				1/9	11%
RECEIVED A PROMOTION				●					●	2/9	22%
RECEIVED ON-THE-JOB TRAINING	●	●						●	●	4/9	44%
RECEIVED COMPANY/UNION TRAINING										--	--
RECEIVED RAISE					●		●		●	3/9	33%
OTHER										--	--

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* CASES USED FOR INDIVIDUAL NARRATIVES

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
3. JOLIET HIGH SCHOOL

3-3
TOTAL

IDENTIFYING CHARACTERISTICS	CASE NUMBER:	1 03501 1299	2 03502 1199	3 03503 2299	4 03504 2199	5 03505 2199	6 03506 1199	7 03507 2199	8 03508 1399	9 03509 1399 *	TOTALS #	TOTALS %
EMPLOYMENT PATTERN, CONT'D												
. POST-TRAINING WAGE LEVEL IS HIGHEST		●	●	●	●			●	●	●	7/9	78%
. EXPRESSED JOB SATISFACTION:	1979-80	●	●	●		●		●	●		6/9	67%
	1980-81	●	●	●	●			●	●		6/9	67%
. UNION MEMBERSHIP:	BEFORE TRAINING										--	--
	1979-80										--	--
	1980-81										--	--
. RECEIVED EMPLOYEE BENEFITS:	BEFORE TRAINING					●				●	2/9	22%
	1979-80		●	●							2/9	22%
	1980-81		●		●			●		●	4/9	44%
FAMILY/HOUSEHOLD PATTERN												
. HAD VALID DRIVER'S LICENSE:	BEFORE TRAINING		●		●	●	●	●	●	●	7/9	78%
	1979-80	●	●	●		●	●	●	●	●	8/9	89%
	1980-81	●	●	●	●	●	●	●	●	●	9/9	100%
. HEAD OF HOUSEHOLD			●								1/9	11%
. SINGLE HEAD OF HOUSEHOLD		●									1/9	11%
. NUMBER OF MINOR DEPENDENTS		1									1	
. RECEIVED PUBLIC OR STATE AID:	BEFORE TRAINING										--	--
	1979-80										--	--
	1980-81										--	--
SOCIAL & COMMUNITY INVOLVEMENT												
. REGISTERED TO VOTE:	BEFORE TRAINING										--	--
	1979-80		●				●				2/9	22%
	1980-81		●			●	●	●	●		5/9	56%
. INVOLVED IN SCHOOL ACTIVITIES	BEFORE TRAINING		●		●	●				●	4/9	44%
	1979-80									●	1/9	11%
	1980-81						●	●			2/9	22%

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*CASES USED FOR INDIVIDUAL NARRATIVES.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS

3. JOLIET HIGH SCHOOL

3-4

IDENTIFYING CHARACTERISTICS — CASE NUMBER:	1 03501 1299	2 03502 1199	3 03503 2299	4 03504 2199	5 03505 2199	6 03506 1199	7 03507 2199	8 03508 1399	9 03509 1399 *	TOTAL TOTALS #	%
SOCIAL & COMMUNITY INVOLVEMENT, CONT'D											
• INVOLVED IN COMMUNITY/NEIGHBORHOOD ACTIVITIES: BEFORE TRAINING				●	●	●	●			4/9	44%
1979-80										--	--
1980-81						●				1/9	11%
• INVOLVED IN CHURCH/CLUB ACTIVITIES: BEFORE TRAINING										--	--
1979-80										--	--
1980-81						●			●	2/9	22%
RATING OF SELECTED PROGRAM FACTORS											
• RATED COUNSELING AS HELPFUL: DURING TRAINING	●	●						●	●	4/9	44%
1979-80	●		●						●	4/9	44%
1980-81	●		●			●	●	●	●	6/9	67%
• RATED TEACHER CONCERN AS HELPFUL: DURING TRAINING										--	--
1979-80						●		●	●	3/9	33%
1980-81	●		●	●		●	●	●	●	7/9	78%
• RATED TRAINING AS REALISTIC: DURING TRAINING										--	--
1979-80	●								●	2/9	22%
1980-81	●	●	●	●			●	●	●	7/9	78%
• RATED SUPPORT OF OTHER STUDENTS IMPORTANT: DURING TRAINING										--	--
1979-80		●					●		●	3/9	33%
1980-81	●	●	●	●	●	●	●	●	●	9/9	100%
• RECEIVED FINANCIAL AID AS PART OF PROGRAM										--	--
• RATED FINANCIAL AID AS VERY HELPFUL: DURING TRAINING										--	--
1979-80										--	--
1980-81										--	--

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*CASES USED FOR INDIVIDUAL NARRATIVES.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS

3. JOLIET HIGH SCHOOL

3-5 TOTAL

IDENTIFYING CHARACTERISTICS	CASE NUMBER: 1 03501 1299	2 03502 1199	3 03503 2299	4 03504 2199	5 03505 2199	6 03506 1199	7 03507 2199	8 03508 1399	9 03509 1399 *	TOTALS #	%
POST-TRAINING ASSESSMENT OF PROGRAM IMPACT											
• IDENTIFIED TRAINING AS AN IMPORTANT FACTOR IN:											
ENTERING PRESENT OCCUPATION						●	●	●	●	4/9	44%
DEVELOPING POSITIVE SELF-IMAGE	●	●	●			●	●	●	●	7/9	78%
CHANGING LIFE/WORK EXPECTATIONS	●				●	●	●	●	●	6/9	67%
• TRAINING PROVIDED MORE THAN JOB SKILLS	●			●		●	●	●	●	6/9	67%
• CONSISTENCY AND STRUCTURE WERE IMPORTANT FACTORS LEADING TO SUCCESS IN THE TRAINING PROGRAM	●		●	●				●	●	5/9	56%
HEALTH & MEDICAL PROBLEMS											
• MEDICAL PROBLEM(S) AFFECTED SCHOOL, TRAINING, OR JOB SOMETIME BEFORE OR DURING TRAINING									●	1/9	11%
• MEDICAL PROBLEM(S) AFFECTED CASE SUBJECT SOMETIME AFTER LEAVING TRAINING PROGRAM										--	--

*CASES USED FOR INDIVIDUAL NARRATIVES.

1980-81

SUMMARY OF CASE SUBJECT CHARACTERISTICS

4. CAIRO-EGYPTIAN ADULT CENTER

IDENTIFYING CHARACTERISTICS	CASE NUMBER: 1 04102 2114	2 04103 2317 1/	3 04104 1117	4 04105 1316 1/	5 04106 2107 *	6 04107 1117	7 04108 1317	8 04109 1307 1/	9 04110 1117	TOTAL TOTALS #	 %
GEOGRAPHIC MOBILITY											
. BORN IN STATE						●	●	●		3/9	33%
. RESIDENT OF SAME AREA FOUR OR MORE YEARS	●	●	●		●	●	●	●	●	8/9	89%
. RESIDES IN SAME AREA AFTER TRAINING: 1979-80	●	●	●	●	●	●	●	●	●	9/9	100%
1980-81	●		●			●	●		●	5/9	56%
. MOVED WITHIN THE STATE TO:											
CITY/URBAN AREA										--	--
SUBURBAN AREA										--	--
RURAL AREA										--	--
. MOVED OUT OF THE STATE TO:											
CITY/URBAN AREA										--	--
SUBURBAN AREA										--	--
RURAL AREA					●					1/9	11%
. REASON FOR MOVING:											
TAKE JOB/SEEK WORK				●						1/9	11%
LOST JOB										--	--
PERSONAL/FAMILY					●					1/9	11%
SCHOOL/TRAINING										--	--
HEALTH/MEDICAL										--	--
OTHER										--	--
EDUCATION & TRAINING											
. RECEIVED PRIOR VOC. EDUC. TRAINING						●	●		●	3/9	33%
. COMPLETED HIGH SCHOOL OR G.E.D.					●	●	●	●		4/9	44%
. COMPLETED DESIGNATED VOC. EDUC. TRAINING PROGRAM		●		●	●	●	●		●	6/9	67%
. ENROLLED/CONTINUED FURTHER VOC. TRAINING OR SCHOOLING:											
FULL-TIME				●		●	●			3/9	33%
PART-TIME										--	--
RELATED TO FORMER TRAINING				●			●			2/3	67%
RELATED TO PRESENT JOB										--	--

1/ These three cases not available for follow up this year.
* Case for individual narrative.

1980-81

SUMMARY OF CASE SUBJECT CHARACTERISTICS

4. CAIRO-EGYPTIAN ADULT CENTER

IDENTIFYING CHARACTERISTICS	CASE NUMBER: 1 04102 2114	2 04103 2317 1/	3 04104 1117	4 04105 1316 1/	5 04106 2107*	6 04107 1117	7 04108 1317	8 04109 1302 1/	9 04110 1117	TOTAL TOTALS #	 %
EMPLOYMENT PATTERN											
. HELD JOB(S) PRIOR TO TRAINING PROGRAM	●	●	●	●		●		●	●	7/9	78%
SKILLS REQUIRED WERE LOW LEVEL	●		●	●				●	●	5/9	56%
HIGHEST PRIOR WAGE WAS AT OR BELOW MINIMUM WAGE LEVEL	●		●	●				●	●	5/9	56%
. POST-TRAINING EMPLOYMENT: (1980-81; N=6)											
FULL-TIME										--	--
PART-TIME						●			●	2/6	33%
RELATED TO FORMER TRAINING										--	--
UNRELATED TO FORMER TRAINING						●			●	2/6	33%
. EMPLOYMENT SINCE TRAINING HAS BEEN STEADY										--	--
. HAVE BEEN UNEMPLOYED SINCE TRAINING FOR A PERIOD OF:											
ONE MONTH OR LESS										--	--
TWO TO SIX MONTHS									●	1/6	17%
OVER SIX MONTHS	●		●		●	●	●			5/6	83%
. NOT NOW EMPLOYED, BUT WAS SOMETIME AFTER TRAINING IN A JOB THAT WAS:											
RELATED FULL-TIME					●					1/6	17%
RELATED PART-TIME							●			1/6	17%
UNRELATED FULL-TIME										--	--
UNRELATED PART-TIME										--	--
. SINCE LEAVING TRAINING, CASE SUBJECT HAS:											
WORKED IN SAME OCCUPATION										--	--
CHANGED OCCUPATIONS						●			●	2/6	33%
WORKED FOR SAME EMPLOYER										--	--
CHANGED EMPLOYER						●			●	2/6	33%
BEEN FIRED									●	1/6	17%
BEEN LAID OFF					●		●			2/6	33%
QUIT HER/HIS JOB						●				1/6	17%
RECEIVED A PROMOTION										--	--
RECEIVED ON-THE-JOB TRAINING									●	1/6	17%
RECEIVED COMPANY/UNION TRAINING										--	--
RECEIVED RAISE										--	--
OTHER										--	--

1/ These three cases were not available for follow up this year.
* Case for individual narrative.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
4. CAIRO-EGYPTIAN ADULT CENTER

IDENTIFYING CHARACTERISTICS	CASE NUMBER:	1 04102 2114	2 04103 2317 1/	3 04104 1117	4 04105 1316 1/	5 04106 2107 *	6 04107 1117	7 04108 1317	8 04109 1307 1/	9 04110 1117	TOTAL TOTALS #	 %
EMPLOYMENT PATTERN, CONT'D												
. POST-TRAINING WAGE LEVEL IS HIGHEST			●			●		●	●	●	5/9	56%
. EXPRESSED JOB SATISFACTION:	1979-80		●			●	●		●		4/9	44%
	1980-81						●				1/6	17%
. UNION MEMBERSHIP:	BEFORE TRAINING						●			●	2/9	22%
	1979-80										--	--
	1980-81										--	--
. RECEIVED EMPLOYEE BENEFITS:	BEFORE TRAINING			●			●		●	●	4/9	44%
	1979-80						●				1/9	11%
	1980-81										--	--
FAMILY/HOUSEHOLD PATTEHN												
. HAD VALID DRIVER'S LICENSE:	BEFORE TRAINING	●	●	●	●	●	●	●	●		8/9	89%
	1979-80	●	●	●	●	●	●	●	●		8/9	89%
	1980-81	●		●			●	●			4/6	67%
. HEAD OF HOUSEHOLD							●			●	2/9	22%
. SINGLE HEAD OF HOUSEHOLD											--	--
. NUMBER OF MINOR DEPENDENTS		1	3	2					1		8	
. RECEIVED PUBLIC OR STATE AID:	BEFORE TRAINING	●	●	●	●	●	●	●	●	●	9/9	100%
	1979-80	●		●							2/9	22%
	1980-81	●		●							2/6	33%
SOCIAL & COMMUNITY INVOLVEMENT												
. REGISTERED TO VOTE:	BEFORE TRAINING		●	●	●	●	●	●	●	●	8/9	89%
	1979-80		●	●		●	●	●	●	●	7/9	78%
	1980-81			●			●	●		●	4/6	67%
INVOLVED IN SCHOOL ACTIVITIES:	BEFORE TRAINING										--	--
	1979-80										--	--
	1980-81										--	--

1/ These three cases were not available for follow up this year.
* Case for individual narrative.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
4. CAIRO-EGYPTIAN ADULT CENTER

IDENTIFYING CHARACTERISTICS	CASE NUMBER:	1 04102 2114	2 04103 2317 1/	3 04104 1117	4 04105 1316 1/	5 04106 2107 *	6* 04107 1117	7 04108 1317	8 04109 1307 1/	9 04110 1117	TOTAL TOTALS #	 %
SOCIAL & COMMUNITY INVOLVEMENT, CONT'D												
• INVOLVED IN COMMUNITY/NEIGHBORHOOD ACTIVITIES:	BEFORE TRAINING								●		1/9	11%
	1979-80								●		1/9	11%
	1980-81										--	--
• INVOLVED IN CHURCH/CLUB ACTIVITIES:	BEFORE TRAINING		●		●	●					3/9	33%
	1979-80		●			●					2/9	22%
	1980-81										--	--
RATING OF SELECTED PROGRAM FACTORS												
• RATED COUNSELING AS HELPFUL:	DURING TRAINING	●									1/9	11%
	1979-80	●		●		●	●	●			5/9	56%
	1980-81					●	●	●		●	4/6	67%
• RATED TEACHER CONCERN AS HELPFUL:	DURING TRAINING	●		●	●						3/9	33%
	1979-80	●		●		●		●			4/9	44%
	1980-81					●	●	●		●	4/6	67%
• RATED TRAINING AS REALISTIC:	DURING TRAINING	●	●	●	●	●	●				6/9	67%
	1979-80	●		●		●	●	●			5/9	56%
	1980-81					●		●		●	3/6	50%
• RATED SUPPORT OF OTHER STUDENTS IMPORTANT:	DURING TRAINING	●		●	●		●				4/9	44%
	1979-80	●		●		●	●	●			5/9	56%
	1980-81					●	●	●		●	4/6	67%
• RECEIVED FINANCIAL AID AS PART OF PROGRAM		●	●	●	●	●	●	●	●	●	9/9	100%
• RATED FINANCIAL AID AS VERY HELPFUL:	DURING TRAINING										--	--
	1979-80	●	●	●		●	●	●	●	●	8/9	89%
	1980-81			●		●	●	●		●	5/6	83%

1/ These three cases were not available for follow up this year.
* Case for individual narrative.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
4. CAIRO-EGYPTIAN ADULT CENTER

IDENTIFYING CHARACTERISTICS	CASE NUMBER: 1 04102 2114	2 04103 2317 1/	3 04104 1117	4 04105 1316 1/	5 04106 2107 *	6 04107 1117	7 04108 1317	8 04109 1307 1/	9 04110 1117	4-5 TOTAL TOTALS #	%
POST-TRAINING ASSESSMENT OF PROGRAM IMPACT											
. IDENTIFIED TRAINING AS AN IMPORTANT FACTOR IN:											
ENTERING PRESENT OCCUPATION									●	1/6	17%
DEVELOPING POSITIVE SELF-IMAGE					●	●	●		●	4/6	67%
CHANGING LIFE/WORK EXPECTATIONS					●	●	●		●	4/6	67%
. TRAINING PROVIDED MORE THAN JOB SKILLS					●	●	●		●	4/6	67%
. CONSISTENCY AND STRUCTURE WERE IMPORTANT FACTORS LEADING TO SUCCESS IN THE TRAINING PROGRAM					●	●	●		●	4/6	67%
HEALTH & MEDICAL PROBLEMS											
. MEDICAL PROBLEM(S) AFFECTED SCHOOL, TRAINING, OR JOB SOMETIME BEFORE OR DURING TRAINING						●				1/6	11%
. MEDICAL PROBLEM(S) AFFECTED CASE SUBJECT SOMETIME AFTER LEAVING TRAINING PROGRAM					●	●	●			3/6	50%

1/ These three cases were not available for follow up this year.
* Case for individual narrative.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
5. ORDILL SKILL CENTER

CASE NUMBER: IDENTIFYING CHARACTERISTICS	1 05203 1317	2 05204 1317	3 05205 1117	4 1/ 05206 1117	5 05207 1117 *	6 05208 1517	7 05209 1117	8 05211 1117 *	9 05212 2117 *	10 05213 2117	11 05214 2317	12 05215 2117	13 05216 2117	14 05217 2117 *	15 05218 2117	16 05219 2117	17 05220 1217	18 05221 1117 *	19 05202 1117	TOTAL TOTALS #	%
GEOGRAPHIC MOBILITY																					
, BORN IN STATE	●		●	●	●		●	●	●	●		●	●	●	●			●	●	14/19	74%
, RESIDENT OF SAME AREA FOUR OR MORE YEARS	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●			●	16/19	84%
, RESIDES IN SAME AREA AFTER TRAINING: 1979-80	●	●	●	●		●	●	●	●	●	●	●	●	●	●		●			15/19	79%
1980-81	●	●	●			●	●	●	●	●	●	●	●	●						12/19	63%
, MOVED WITHIN THE STATE TO:																					
CITY/URBAN AREA																				--	--
SUBURBAN AREA																				--	--
RURAL AREA															●					1/19	5%
, MOVED OUT OF THE STATE TO:																					
CITY/URBAN AREA																	●	●	●	3/19	16%
SUBURBAN AREA																●				1/19	5%
RURAL AREA					●															1/19	5%
, REASON FOR MOVING:																					
TAKE JOB/SEEK WORK					●												●	●	●	4/19	21%
LOST JOB																				--	--
PERSONAL/FAMILY															●					1/19	5%
SCHOOL/TRAINING																				--	--
HEALTH/MEDICAL																				--	--
OTHER																●				1/19	5%
EDUCATION & TRAINING																					
, RECEIVED PRIOR VOC. EDUC. TRAINING	●	●		●										●	●	●			●	7/19	37%
, COMPLETED HIGH SCHOOL OR G.E.D	●	●	●	●	●	●		●	●	●		●	●	●	●	●		●	●	16/19	84%
, COMPLETED DESIGNATED VOC. EDUC. TRAINING PROGRAM	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	19/19	100%
, ENROLLED/CONTINUED FURTHER VOC. TRAINING OR SCHOOLING:																					
FULL-TIME	●															●				2/19	11%
PART-TIME		●																		1/19	5%
RELATED TO FORMER TRAINING	●	●																		2/3	67%
RELATED TO PRESENT JOB																					

1/ This case was not available for follow up this year.

* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
5. ORDILL SKILL CENTER

CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	TOTAL #	TOTALS %
IDENTIFYING CHARACTERISTICS	05203 1317	05204 1317	05205 1117	05206 1117 1/	05207 1117*	05208 1517	05209 1117	05211 1117*	05212 2117*	05213 2117	05214 2317	05215 2117	05216 2117	05217 2117*	05218 2117	05219 2117	05220 1217	05221 1117*	05202 1117	#	%
EMPLOYMENT PATTERN																					
. HELD JOB(S) PRIOR TO TRAINING PROGRAM	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●	17/19	89%
SKILLS REQUIRED WERE LOW LEVEL	●			●	●				●	●		●	●	●			●	●	●	11/19	58%
HIGHEST PRIOR WAGE WAS AT OR BELOW MINIMUM WAGE LEVEL	●			●	●				●	●		●		●			●		●	9/19	47%
. POST-TRAINING EMPLOYMENT: (1980-81; N=18) FULL-TIME			●		●	●		●		●			●	●	●	●	●	●	●	12/18	67%
PART-TIME							●					●								2/18	11%
RELATED TO FORMER TRAINING			●		●	●	●	●									●	●	●	8/18	44%
UNRELATED TO FORMER TRAINING										●		●	●	●	●	●				6/18	33%
. EMPLOYMENT SINCE TRAINING HAS BEEN STEADY			●		●	●	●	●		●					●	●	●	●	●	11/18	61%
. HAVE BEEN UNEMPLOYED SINCE TRAINING FOR A PERIOD OF:																					
ONE MONTH OR LESS																				--	--
TWO TO SIX MONTHS									●			●		●						3/18	17%
OVER SIX MONTHS	●	●									●		●							4/18	22%
. NOT NOW EMPLOYED, BUT WAS SOMETIME AFTER TRAINING IN A JOB THAT WAS:																					
RELATED FULL-TIME	●								●											2/18	11%
RELATED PART-TIME																				--	--
UNRELATED FULL-TIME		●									●									2/18	11%
UNRELATED PART-TIME																				--	--
. SINCE LEAVING TRAINING, CASE SUBJECT HAS:																					
WORKED IN SAME OCCUPATION			●		●	●	●	●		●		●	●				●	●	●	11/18	61%
CHANGED OCCUPATIONS														●	●	●				3/18	17%
WORKED FOR SAME EMPLOYER					●	●		●		●			●				●	●		7/18	39%
CHANGED EMPLOYER			●				●							●	●				●	5/18	28%
BEEN FIRED																				--	--
BEEN LAID OFF	●	●									●			●						4/18	22%
QUIT HER/HIS JOB									●											1/18	6%
RECEIVED A PROMOTION							●	●												2/18	11%
RECEIVED ON-THE-JOB TRAINING			●			●		●		●			●			●				6/18	33%
RECEIVED COMPANY/UNION TRAINING								●					●							2/18	11%
RECEIVED RAISE						●	●	●	●			●	●	●			●			8/18	44%
OTHER																				--	--

1/ This case was not available for follow up this year.
* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
5. ORDILL SKILL CENTER

5-3

CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	TOTAL TOTALS #	%
IDENTIFYING CHARACTERISTICS	05203 1317	05204 1317	05205 1117	05206 1117	1/ 05207 1117*	05208 1517	05209 1117	05211 1117*	05212 2117*	05213 2117	05214 2317	05215 2117	05216 2117	05217 2117*	05218 2117	05219 2117	05220 1217	05221 1117*	05202 1117		
EMPLOYMENT PATTERN, CONT'D																					
. POST-TRAINING WAGE LEVEL IS HIGHEST	●	●		●	●	●	●	●	●			●	●	●	●	●	●	●	●	16/19	84%
. EXPRESSED JOB SATISFACTION: 1979-80		●	●	●	●			●								●		●		7/18	39%
1980-81			●			●	●	●		●			●					●	●	8/18	44%
. UNION MEMBERSHIP: BEFORE TRAINING		●			●						●									3/19	16%
1979-80									●											1/18	6%
1980-81													●							1/18	6%
. RECEIVED EMPLOYEE BENEFITS: BEFORE TRAINING		●			●						●								●	4/19	21%
1979-80								●	●	●					●	●		●		6/18	33%
1980-81						●		●		●			●			●	●	●		7/18	39%
FAMILY/HOUSEHOLD PATTERN																					
. HAD VALID DRIVER'S LICENSE: BEFORE TRAINING	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	19/19	100%
1979-80	●		●		●	●	●	●	●	●	●	●		●	●		●	●	●	15/19	79%
1980-81	●	●	●		●	●	●	●	●	●	●	●	●	●	●			●	●	16/18	89%
. HEAD OF HOUSEHOLD	●	●	●		●	●		●	●		●	●	●				●	●		12/19	63%
. SINGLE HEAD OF HOUSEHOLD					●				●		●	●	●							5/19	26%
. NUMBER OF MINOR DEPENDENTS	2	1				2		3			3		3	3	1		3			23	
. RECEIVED PUBLIC OR STATE AID: BEFORE TRAINING	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	19/19	100%
1979-80																				--	--
1980-81		●							●		●									3/18	17%
SOCIAL & COMMUNITY INVOLVEMENT																					
. REGISTERED TO VOTE: BEFORE TRAINING								●	●		●			●	●				●	6/19	32%
1979-80			●					●			●			●	●					5/18	28%
1980-81		●	●					●	●	●	●		●	●					●	9/18	50%
. INVOLVED IN SCHOOL ACTIVITIES: BEFORE TRAINING														●	●					2/19	11%
1979-80															●					1/18	6%
1980-81														●						1/18	6%

1/ This case was not available for follow up this year.
* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
5. ORDILL SKILL CENTER

CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19				5-4 TOTAL	
IDENTIFYING CHARACTERISTICS	05203 1317	05204 1317	05205 1117	05206 1117	1/ 05207 1117*	05208 1517	05209 1117	05211 1117*	05212 2117*	05213 2117	05214 2317	05215 2117	05216 2117	05217 2117*	05218 2117	05219 2117	05220 1217	05221 1117*	05202 1117				TOTALS #	%
SOCIAL & COMMUNITY INVOLVEMENT, CONT'D																								
• INVOLVED IN COMMUNITY/NEIGHBORHOOD ACTIVITIES: BEFORE TRAINING								●	●	●					●								4/19	21%
1979-80									●						●								2/18	11%
1980-81									●	●	●												3/18	17%
• INVOLVED IN CHURCH/CLUB ACTIVITIES: BEFORE TRAINING		●									●												2/19	11%
1979-80																							--	--
1980-81									●		●												2/18	11%
RATING OF SELECTED PROGRAM FACTORS																								
• RATED COUNSELING AS HELPFUL: DURING TRAINING				●	●	●		●	●	●									●				7/19	37%
1979-80					●	●	●			●							●						5/18	28%
1980-81	●		●		●	●	●	●											●				7/18	39%
• RATED TEACHER CONCERN AS HELPFUL: DURING TRAINING	●	●		●	●	●	●	●	●	●	●		●	●		●			●				14/19	74%
1979-80	●				●	●	●	●		●		●		●			●	●					10/18	56%
1980-81	●	●	●		●	●	●	●		●	●	●	●	●					●				13/18	72%
• RATED TRAINING AS REALISTIC: DURING TRAINING	●	●	●	●	●	●	●	●	●	●	●					●	●	●	●				15/19	79%
1979-80			●		●	●	●	●				●					●	●					8/18	44%
1980-81	●	●	●		●	●	●	●				●		●					●				10/18	56%
• RATED SUPPORT OF OTHER STUDENTS IMPORTANT: DURING TRAINING	●	●		●		●	●	●	●	●	●	●		●		●			●				13/19	68%
1979-80							●	●		●	●			●	●		●	●					8/18	44%
1980-81	●	●	●		●	●	●	●	●	●	●	●	●	●					●				14/18	78%
• RECEIVED FINANCIAL AID AS PART OF PROGRAM	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				19/19	100%
• RATED FINANCIAL AID AS VERY HELPFUL: DURING TRAINING	●	●	●	●	●	●		●		●	●	●	●	●	●	●	●	●	●				17/19	89%
1979-80	●		●		●	●	●	●		●		●		●	●		●	●					12/18	67%
1980-81	●	●	●		●	●	●	●	●	●	●	●	●	●			●	●	●				16/18	89%

1/ This case was not available for follow up this year.
* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
5. ORDILL SKILL CENTER

CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	TOTALS #	%
IDENTIFYING CHARACTERISTICS	05203 1317	05204 1317	05205 1117	05206 1117 1/	05207 1117 *	05208 1517	05209 1117	05211 1117 *	05212 2117 *	05213 2117	05214 2317	05215 2117	05216 2117	05217 2117 *	05218 2117	05219 2117	05220 1217	05221 1117 *	05202 1117		
POST-TRAINING ASSESSMENT OF PROGRAM IMPACT																					
• IDENTIFIED TRAINING AS AN IMPORTANT FACTOR IN:																					
ENTERING PRESENT OCCUPATION			●		●	●	●	●									●	●	●	8/18	44%
DEVELOPING POSITIVE SELF-IMAGE		●	●		●	●	●	●		●				●		●	●			10/18	56%
CHANGING LIFE/WORK EXPECTATIONS		●	●		●	●	●	●		●				●						8/18	44%
• TRAINING PROVIDED MORE THAN JOB SKILLS		●	●		●	●	●	●		●				●					●	9/18	50%
• CONSISTENCY AND STRUCTURE WERE IMPORTANT FACTORS LEADING TO SUCCESS IN THE TRAINING PROGRAM			●		●	●	●	●			●					●			●	8/18	44%
HEALTH & MEDICAL PROBLEMS																					
• MEDICAL PROBLEM(S) AFFECTED SCHOOL, TRAINING, OR JOB SOMETIME BEFORE OR DURING TRAINING															●					1/18	6%
• MEDICAL PROBLEM(S) AFFECTED CASE SUBJECT SOMETIME AFTER LEAVING TRAINING PROGRAM			●		●									●					●	4/18	22%

1/ This case was not available for follow up this year.
* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
6. QUINCY HIGH SCHOOL

CASE NUMBER:		1	2	3	4	5	6	7	8	9	10	TOTAL	
IDENTIFYING CHARACTERISTICS		06402 2199	06403 2199	06404 1199	06405 2199	06406 2299	06407 2199	06408 1399	06409 2199	06410 2199	06401 1199	TOTALS #	%
GEOGRAPHIC MOBILITY													
. BORN IN STATE		●	●	●	●	●	●	●	●	●	●	10/10	100%
. RESIDENT OF SAME AREA FOUR OR MORE YEARS		●	●	●	●	●	●	●	●	●	●	10/10	100%
. RESIDES IN SAME AREA AFTER TRAINING:	1979-80	●	●	●	●	●	●	●	●	●		9/10	90%
	1980-81	●	●		●	●	●	●	●	●		8/10	80%
. MOVED WITHIN THE STATE TO:													
CITY/URBAN AREA												--	--
SUBURBAN AREA												--	--
RURAL AREA				●								1/10	10%
. MOVED OUT OF THE STATE TO:													
CITY/URBAN AREA											●	1/10	10%
SUBURBAN AREA												--	--
RURAL AREA												--	--
. REASON FOR MOVING:													
TAKE JOB/SEEK WORK												--	--
LOST JOB												--	--
PERSONAL/FAMILY												--	--
SCHOOL/TRAINING												--	--
HEALTH/MEDICAL												--	--
OTHER				●							●	2/10	20%
EDUCATION & TRAINING													
. RECEIVED PRIOR VOC. EDUC. TRAINING												--	--
. COMPLETED HIGH SCHOOL OR G.E.D.												--	--
. COMPLETED DESIGNATED VOC. EDUC. TRAINING PROGRAM		●	●	●	●	●	●	●	●	●	●	10/10	100%
. ENROLLED/CONTINUED FURTHER VOC. TRAINING OR SCHOOLING:													
FULL-TIME						●	●	●			●	4/10	40%
PART-TIME		●			●				●			3/10	30%
RELATED TO FORMER TRAINING		●			●				●			3/7	43%
RELATED TO PRESENT JOB													

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
6. QUINCY HIGH SCHOOL

CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	TOTAL	
IDENTIFYING CHARACTERISTICS	06402 2199	06403 2199	06404 1199	06405 2199	06406 2299	06407 2199	06408 1399	06409 2199	06410 2199	06401 1199	TOTALS #	%
EMPLOYMENT PATTERN												
. HELD JOB(S) PRIOR TO TRAINING PROGRAM	●	●	●	●	●	●	●	●	●	●	10/10	100%
SKILLS REQUIRED WERE LOW LEVEL	●	●	●	●	●	●	●	●	●	●	10/10	100%
HIGHEST PRIOR WAGE WAS AT OR BELOW MINIMUM WAGE LEVEL	●	●	●	●	●	●	●	●	●	●	10/10	100%
. POST-TRAINING EMPLOYMENT IS: (1980-81)												
FULL-TIME											--	--
PART-TIME	●	●		●	●	●		●		●	7/10	70%
RELATED TO FORMER TRAINING					●	●					2/10	20%
UNRELATED TO FORMER TRAINING	●	●		●				●		●	5/10	50%
. EMPLOYMENT SINCE TRAINING HAS BEEN STEADY	●			●	●	●				●	5/10	50%
. HAVE BEEN UNEMPLOYED SINCE TRAINING FOR A PERIOD OF:												
ONE MONTH OR LESS											--	--
TWO TO SIX MONTHS								●			1/10	10%
OVER SIX MONTHS		●	●				●		●		4/10	40%
. NOT NOW EMPLOYED, BUT WAS SOMETIME AFTER TRAINING IN A JOB THAT WAS:												
RELATED FULL-TIME											--	--
RELATED PART-TIME									●		1/10	10%
UNRELATED FULL-TIME											--	--
UNRELATED PART-TIME							●				1/10	10%
. SINCE LEAVING TRAINING, CASE SUBJECT HAS:												
WORKED IN SAME OCCUPATION	●	●		●	●	●					5/10	50%
CHANGED OCCUPATIONS								●		●	2/10	20%
WORKED FOR THE SAME EMPLOYER	●	●		●	●	●					5/10	50%
CHANGED EMPLOYER								●		●	2/10	20%
BEEN FIRED											--	--
BEEN LAID OFF											--	--
QUIT HER/HIS JOB							●		●		2/10	20%
RECEIVED A PROMOTION											--	--
RECEIVED ON-THE-JOB TRAINING	●				●					●	3/10	30%
RECEIVED COMPANY/UNION TRAINING											--	--
RECEIVED RAISE				●		●					2/10	20%
OTHER			●								1/10	10%

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
6. QUINCY HIGH SCHOOL

6-3

IDENTIFYING CHARACTERISTICS		CASE NUMBER: 1 06402 2199	2 06403 2199	3 06404 1199	4 06405 2199	5 06406 2299	6 06407 2199	7 06408 1399	8 06409 2199	9 06410 2199	10 06401 1199	TOTAL TOTALS #	%
EMPLOYMENT PATTERN, CONT'D													
• POST-TRAINING WAGE LEVEL IS HIGHEST							●					1/10	10%
• EXPRESSED JOB SATISFACTION:	1979-80	●		●	●	●	●	●	●	●		8/10	80%
	1980-81	●	●			●	●		●		●	6/10	60%
• UNION MEMBERSHIP:	BEFORE TRAINING											--	--
	1979-80											--	--
	1980-81											--	--
• RECEIVED EMPLOYEE BENEFITS:	BEFORE TRAINING											--	--
	1979-80										●	1/10	10%
	1980-81											--	--
FAMILY/HOUSEHOLD PATTERN													
• HAD VALID DRIVER'S LICENSE:	BEFORE TRAINING		●									1/10	10%
	1979-80	●	●			●	●			●		5/10	50%
	1980-81	●	●		●	●	●	●		●	●	8/10	80%
• HEAD OF HOUSEHOLD												--	--
• SINGLE HEAD OF HOUSEHOLD												--	--
• NUMBER OF MINOR DEPENDENTS			1									1	
• RECEIVED PUBLIC OR STATE AID:	BEFORE TRAINING											--	--
	1979-80											--	--
	1980-81											--	--
SOCIAL & COMMUNITY INVOLVEMENT													
• REGISTERED TO VOTE:	BEFORE TRAINING											--	--
	1979-80											--	--
	1980-81											--	--
• INVOLVED IN SCHOOL ACTIVITIES:	BEFORE TRAINING	●		●				●				3/10	30%
	1979-80											--	--
	1980-81						●	●				2/10	20%

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
6. QUINCY HIGH SCHOOL

6-4

IDENTIFYING CHARACTERISTICS	CASE NUMBER: 1 06402 2199	2 06403 2199	3 06404 1199	4 06405 2199	5 06406 2299	6 06407 2199	7 06408 1399	8 06409 2199	9 06410 2199	10 06401 1199	TOTAL TOTALS #	 %
SOCIAL & COMMUNITY INVOLVEMENT, CONT'D												
• INVOLVED IN COMMUNITY/NEIGHBORHOOD ACTIVITIES: BEFORE TRAINING											--	--
1979-80											--	--
1980-81							●				1/10	10%
• INVOLVED IN CHURCH/CLUB ACTIVITIES: BEFORE TRAINING											--	--
1979-80											--	--
1980-81											--	--
RATING OF SELECTED PROGRAM FACTORS												
• RATED COUNSELING AS HELPFUL: DURING TRAINING			●		●	●	●		●		5/10	50%
1979-80				●	●				●		3/10	30%
1980-81	●			●			●		●		4/10	40%
• RATED TEACHER CONCERN AS HELPFUL: DURING TRAINING	●	●	●		●				●	●	6/10	60%
1979-80			●	●		●			●		4/10	40%
1980-81	●	●		●	●		●		●		6/10	60%
• RATED TRAINING AS REALISTIC: DURING TRAINING	●									●	2/10	20%
1979-80			●				●		●		3/10	30%
1980-81	●			●	●		●	●	●		6/10	60%
• RATED SUPPORT OF OTHER STUDENTS IMPORTANT: DURING TRAINING										●	1/10	10%
1979-80		●	●	●		●	●				5/10	50%
1980-81	●	●		●	●		●		●		6/10	60%
• RECEIVED FINANCIAL AID AS PART OF PROGRAM											--	--
• RATED FINANCIAL AID AS VERY HELPFUL: DURING TRAINING											--	--
1979-80											--	--
1980-81											--	--

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
6. QUINCY HIGH SCHOOL

CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	TOTAL	
IDENTIFYING CHARACTERISTICS	06402 2199	06403 2199	06404 1199	06405 2199	06406 2299	06407 2199	06408 1399	06409 2199	06410 2199	06401 1199	TOTALS #	%
POST-TRAINING ASSESSMENT OF PROGRAM IMPACT												
• IDENTIFIED TRAINING AS AN IMPORTANT FACTOR IN:												
ENTERING PRESENT OCCUPATION	●				●						2/10	20%
DEVELOPING POSITIVE SELF-IMAGE	●			●	●		●		●		5/10	50%
CHANGING LIFE/WORK EXPECTATIONS	●			●			●		●		4/10	40%
• TRAINING PROVIDED MORE THAN JOB SKILLS	●			●	●		●		●		5/10	50%
• CONSISTENCY AND STRUCTURE WERE IMPORTANT FACTORS LEADING TO SUCCESS IN THE TRAINING PROGRAM	●			●	●						3/10	30%
HEALTH & MEDICAL PROBLEMS												
• MEDICAL PROBLEM(s) AFFECTED SCHOOL, TRAINING, OR JOB SOMETIME BEFORE OR DURING TRAINING											--	--
• MEDICAL PROBLEM(S) AFFECTED CASE SUBJECT SOMETIME AFTER LEAVING TRAINING PROGRAM											--	--

1980-81

SUMMARY OF CASE SUBJECT CHARACTERISTICS

7. DUPAGE AREA VOCATIONAL EDUCATION AUTHORITY

IDENTIFYING CHARACTERISTICS	CASE NUMBER:	1 07501 2107	2 07502 1116	3 07503 2101	4 07504 1117*	5 07505 2114*	6 07506 2109	7 07507 1117	8 07508 1117	9 07509 2114	10 07510 1117	11 07512 2107	12 07513 1116	13 07514 1216	14 07515 1117	15 07518 2104	16 07519 1117	17 07520 2217*	18 07521 1117	19 07522 2104	20 07523 1117	21 07524 1114 1/	22 07526 2117	23 07511 2116	24 07516 2114	25 07517 1717	26 07525 1117	TOTAL TOTALS #	%
GEOGRAPHIC MOBILITY																													
. BORN IN STATE		●		●	●		●		●	●	●	●	●	●	●	●		●	●	●	●		●	●	●	●	●	21/26	81%
. RESIDENT OF SAME AREA FOUR OR MORE YEARS		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	25/26	96%
. RESIDES IN SAME AREA	1979-80	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	25/26	96%
AFTER TRAINING:	1980-81	●		●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●		●		●	●	●	22/26	85%
. MOVED WITHIN THE STATE TO:																												--	--
CITY/URBAN AREA																												--	--
SUBURBAN AREA																								●				1/26	4%
RURAL AREA																												--	--
. MOVED OUT OF THE STATE TO:																													
CITY/URBAN AREA																												--	--
SUBURBAN AREA			●					●																				2/26	8%
RURAL AREA																												--	--
. REASON FOR MOVING:																													
TAKE JOB/SEEK WORK																												--	--
LOST JOB																												--	--
PERSONAL/FAMILY																												--	--
SCHOOL/TRAINING								●																●				2/26	8%
HEALTH/MEDICAL																												--	--
OTHER			●																									1/26	4%
EDUCATION & TRAINING																													
. RECEIVED PRIOR VOC. EDUC. TRAINING			●				●		●				●									●						5/26	19%
. COMPLETED HIGH SCHOOL OR G.E.D.		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	25/26	96%
. COMPLETED DESIGNATED VOC. EDUC. TRAINING PROGRAM		●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	25/26	96%
. ENROLLED/CONTINUED FURTHER VOC. TRAINING OR SCHOOLING:																												13/26	50%
FULL-TIME		●		●	●		●	●	●	●		●	●	●								●		●	●				
PART-TIME			●								●				●	●												4/26	15%
RELATED TO FORMER TRAINING		●		●	●		●	●	●	●			●	●	●									●	●			12/17	71%
RELATED TO PRESENT JOB		●		●						●						●									●			5/17	29%

1/ This case not available for follow up this year.
* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS

7. DUPAGE AREA VOCATIONAL EDUCATION AUTHORITY

7-2

IDENTIFYING CHARACTERISTICS / CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	TOTAL TOTALS #	%
	07501 2107	07502 1116	07503 2101	07504 1117 *	07505 2116 *	07506 2109	07507 1117	07508 1117	07509 2114	07510 1117	07512 2107	07513 1116	07514 1216	07515 1117	07518 2106	07519 1117	07520 2217 *	07521 1117	07522 2106	07523 1117	1/ 07524 1114	07526 2117	07511 2116	07516 2116	07517 1717	07525 1117		
EMPLOYMENT PATTERN																												
. HELD JOB(S) PRIOR TO TRAINING PROGRAM		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	25/26	96%
SKILLS REQUIRED WERE LOW LEVEL			●	●	●	●	●	●	●		●		●	●	●	●				●	●	●	●		●		17/26	65%
HIGHEST PRIOR WAGE WAS AT OR BELOW MINIMUM WAGE LEVEL			●	●	●	●	●	●	●		●		●	●	●	●					●	●	●		●		16/26	62%
. POST-TRAINING EMPLOYMENT IS: (1980-81; N=25)																												
FULL-TIME					●					●					●	●	●	●	●	●		●		●	●	●	12/25	48%
PART-TIME	●	●		●				●	●		●	●	●	●													9/25	36%
RELATED TO FORMER TRAINING	●				●			●	●							●	●	●	●			●		●		●	11/25	44%
UNRELATED TO FORMER TRAINING		●		●						●	●	●	●	●	●					●					●		10/25	40%
. EMPLOYMENT SINCE TRAINING HAS BEEN STEADY	●	●			●			●	●	●	●	●	●	●	●	●	●	●	●	●		●		●	●	●	20/25	80%
. HAVE BEEN UNEMPLOYED SINCE TRAINING FOR A PERIOD OF:																												
ONE MONTH OR LESS																											--	--
TWO TO SIX MONTHS																											--	--
OVER SIX MONTHS			●			●	●																●				4/25	16%
. NOT NOW EMPLOYED, BUT WAS SOMETIME AFTER TRAINING IN A JOB THAT WAS:																												
RELATED FULL-TIME			●																								1/25	4%
RELATED PART-TIME																											--	--
UNRELATED FULL-TIME																											--	--
UNRELATED PART-TIME																											--	--
. SINCE LEAVING TRAINING, CASE SUBJECT HAS:																												
WORKED IN SAME OCCUPATION	●				●			●	●	●	●	●	●	●	●	●		●	●	●		●		●	●	●	18/25	72%
CHANGED OCCUPATIONS		●		●													●										3/25	12%
WORKED FOR SAME EMPLOYER	●				●			●	●	●	●	●	●	●	●	●		●	●	●		●		●	●	●	18/25	72%
CHANGED EMPLOYER		●		●													●										3/25	12%
BEEN FIRED																											--	--
BEEN LAID OFF																											--	--
QUIT HER/HIS JOB																											--	--
RECEIVED A PROMOTION													●				●									●	3/25	12%
RECEIVED ON-THE-JOB TRAINING		●		●	●			●					●	●				●	●			●		●	●	●	12/25	48%
RECEIVED COMPANY/UNION TRAINING																											--	--
RECEIVED RAISE	●			●	●			●		●	●	●	●	●	●			●	●	●		●		●	●	●	17/25	68%
OTHER																											--	--

1/ This case was not available for follow up this year.
* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
7. DUPAGE AREA VOCATIONAL EDUCATION AUTHORITY

IDENTIFYING CHARACTERISTICS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	TOTAL TOTALS #	%
CASE NUMBER:		07501 2107	07502 1116	07503 2101	07504 1117*	07505 2114*	07506 2109	07507 1117	07508 1117	07509 2114	07510 1117	07512 2107	07513 1116	07514 1216	07515 1117	07518 2104	07519 1117	07520 2217*	07521 1117	07522 2104	07523 1117	1/ 07524 1114	07526 2117	07511 2116	07516 2114	07517 1717	07525 1117		
EMPLOYMENT PATTERN, CONT'D																													
. POST-TRAINING WAGE LEVEL IS HIGHEST		●	●	●	●	●				●	●	●	●	●	●	●	●	●	●	●	●		●		●	●	●	21/26	81%
. EXPRESSED JOB SATISFACTION:	1979-80	●		●		●				●	●					●		●	●	●			●					10/22	45%
	1980-81	●			●	●			●	●	●	●	●	●	●		●	●	●	●	●		●		●	●	●	19/25	76%
. UNION MEMBERSHIP:	BEFORE TRAINING							●					●														●	3/26	12%
	1979-80		●																									1/22	5%
	1980-81										●	●	●															3/25	12%
. RECEIVED EMPLOYEE BENEFITS:	BEFORE TRAINING		●					●	●		●	●	●					●	●	●		●					●	11/26	42%
	1979-80		●			●													●	●								4/22	18%
	1980-81		●			●				●	●		●		●		●	●	●	●			●		●		●	13/25	52%
FAMILY/HOUSEHOLD PATTERN																													
. HAD VALID DRIVER'S LICENSE:	BEFORE TRAINING	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	26/26	100%
	1979-80	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●					21/22	95%
	1980-81	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	24/25	96%
. HEAD OF HOUSEHOLD																												--	--
. SINGLE HEAD OF HOUSEHOLD																												--	--
. NUMBER OF MINOR DEPENDENTS																												--	--
. RECEIVED PUBLIC OR STATE AID:	BEFORE TRAINING																											--	--
	1979-80																											--	--
	1980-81																											--	--
SOCIAL & COMMUNITY INVOLVEMENT																													
. REGISTERED TO VOTE:	BEFORE TRAINING												●	●														2/26	8%
	1979-80				●								●		●	●												4/22	18%
	1980-81	●			●				●	●	●	●	●	●	●		●		●						●		●	13/25	52%
. INVOLVED IN SCHOOL ACTIVITIES:	BEFORE TRAINING	●			●								●				●	●	●				●					7/26	27%
	1979-80						●																					1/22	5%
	1980-81						●																					1/25	4%

1/ This case was not available for follow up this year.
* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
7. DUPAGE AREA VOCATIONAL EDUCATION AUTHORITY

CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	TOTAL TOTALS #	%
IDENTIFYING CHARACTERISTICS	07501 2107	07502 1116	07503 2101	07504 1117 *	07505 2114 *	07506 2109	07507 1117	07508 1117	07509 2114	07510 1117	07512 2107	07513 1116	07514 1216	07515 1117	07518 2104	07519 1117	07520 2217 *	07521 1117	07522 2104	07523 1117	07524 1114 1/	07526 2117	07511 2116	07516 2114	07517 1717	07525 1117		
SOCIAL & COMMUNITY INVOLVEMENT, CONT'D																												
• INVOLVED IN COMMUNITY/NEIGHBORHOOD ACTIVITIES: BEFORE TRAINING											●	●					●						●				4/26	15%
1979-80										●							●										2/22	9%
1980-81										●																	1/25	4%
• INVOLVED IN CHURCH/CLUB ACTIVITIES: BEFORE TRAINING											●									●							2/26	8%
1979-80															●												1/22	5%
1980-81															●		●										2/25	8%
RATING OF SELECTED PROGRAM FACTORS																												
• RATED COUNSELING AS HELPFUL: DURING TRAINING	●				●			●			●	●	●				●					●	●	●			10/26	38%
1979-80	●				●								●	●						●		●					6/22	27%
1980-81	●			●	●	●		●		●		●	●	●			●		●	●		●				●	14/25	56%
• RATED TEACHER CONCERN AS HELPFUL: DURING TRAINING	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●		●		●	●	●	23/26	88%
1979-80	●	●	●	●	●	●			●	●	●		●			●		●	●	●		●					15/22	68%
1980-81	●		●	●	●	●	●	●	●	●	●	●	●	●	●		●		●	●		●		●		●	20/25	80%
• RATED TRAINING AS REALISTIC: DURING TRAINING	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●		●	●	●	●	●	24/26	92%
1979-80	●	●		●	●	●	●			●	●	●	●		●	●	●	●		●		●					16/22	73%
1980-81	●		●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●		●		●	●	●	22/25	88%
• RATED SUPPORT OF OTHER STUDENTS IMPORTANT: DURING TRAINING	●				●	●	●	●		●	●	●	●	●			●	●	●	●		●		●	●	●	18/26	69%
1979-80	●		●	●		●	●				●	●	●	●		●	●			●		●					13/22	59%
1980-81	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●		●	●	●	23/25	92%
• RECEIVED FINANCIAL AID AS PART OF PROGRAM																											--	--
• RATED FINANCIAL AID AS VERY HELPFUL: DURING TRAINING																											--	--
1979-80																											--	--
1980-81																											--	--

1/ This case was not available for follow up this year.
* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS

7. DUPAGE AREA VOCATIONAL EDUCATION AUTHORITY

IDENTIFYING CHARACTERISTICS	CASE NUMBER: 1 07501 2107	2 07502 1116	3 07503 2101	4 07504 1117 *	5 07505 2114 *	6 07506 2109	7 07507 1217	8 07508 1117	9 07509 2114	10 07510 1117	11 07512 2107	12 07513 1116	13 07514 1216	14 07515 1117	15 07518 2104	16 07519 1117	17 07520 2217 *	18 07521 1117	19 07522 2104	20 07523 1117	21 07524 1114 1/	22 07526 2117	23 07511 2116	24 07516 2114	25 07517 1717	26 07525 1117	TOTAL TOTALS #	%
POST-TRAINING ASSESSMENT OF PROGRAM IMPACT																												
• IDENTIFIED TRAINING AS AN IMPORTANT FACTOR IN:																												
ENTERING PRESENT OCCUPATION	●		●	●	●	●	●	●	●	●				●		●	●	●	●	●		●		●	●	●	19/25	76%
DEVELOPING POSITIVE SELF-IMAGE	●		●	●	●	●			●	●	●	●	●	●		●	●			●		●		●		●	17/25	68%
CHANGING LIFE/WORK EXPECTATIONS	●			●	●	●	●	●	●	●	●	●	●	●			●			●		●		●	●	●	18/25	72%
• TRAINING PROVIDED MORE THAN JOB SKILLS	●			●	●	●	●	●			●	●	●	●	●		●			●		●		●		●	16/25	64%
• CONSISTENCY AND STRUCTURE WERE IMPORTANT FACTORS LEADING TO SUCCESS IN THE TRAINING PROGRAM	●			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●		●	●	●	22/25	88%
HEALTH & MEDICAL PROBLEMS																												
• MEDICAL PROBLEM(S) AFFECTED SCHOOL, TRAINING, OR JOB SOMETIME BEFORE OR DURING TRAINING												●	●														2/25	8%
• MEDICAL PROBLEM(S) AFFECTED CASE SUBJECT SOMETIME AFTER LEAVING TRAINING PROGRAM												●	●														2/25	8%

1/ This case was not available for follow up this year.
* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS

8. DAWSON SKILL CENTER

8-1

CASE NUMBER:		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	TOTAL TOTALS #	%
IDENTIFYING CHARACTERISTICS		08201 2307	08203 2307*	08204 2207	08205 2307	08207 2307 1/	08208 2307	08209 1107	08210 2307*	08212 2207 1/	08214 1317*	08215 1317	08216 2117	08218 1217	08219 2314	08220 2314	08222 2314*	08223 2314	08224 2314	08225 2317	08227 1317	08228 2314	08211 2107	08213 1317	08217 2317		
GEOGRAPHIC MOBILITY																											
. BORN IN STATE									●			●		●			●	●	●	●					●	8/24	33%
. RESIDENT OF SAME AREA FOUR OR MORE YEARS		●		●	●		●	●	●	●	●	●	●	●		●	●	●	●	●		●	●	●	●	20/24	83%
. RESIDES IN SAME AREA AFTER TRAINING:	1979-80	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	24/24	100%
	1980-81	●	●	●	●		●		●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	21/24	88%
. MOVED WITHIN THE STATE TO:																											
CITY/URBAN AREA								●																		1/24	4%
SUBURBAN AREA																										--	--
RURAL AREA																										--	--
. MOVED OUT OF THE STATE TO:																											
CITY/URBAN AREA																										--	--
SUBURBAN AREA																										--	--
RURAL AREA																										--	--
. REASON FOR MOVING:																											
TAKE JOB/SEEK WORK																										--	--
LOST JOB																										--	--
PERSONAL/FAMILY								●																		1/24	4%
SCHOOLING/TRAINING																										--	--
HEALTH/MEDICAL																										--	--
OTHER																										--	--
EDUCATION & TRAINING																											
. RECEIVED PRIOR VOC. EDUC. TRAINING				●		●	●		●					●							●			●		7/24	29%
. COMPLETED HIGH SCHOOL OR G.E.D.		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	24/24	100%
. COMPLETED DESIGNATED VOC. EDUC. TRAINING PROGRAM		●	●				●		●		●	●	●	●	●	●	●	●		●	●	●	●	●	●	18/24	75%
. ENROLLED/CONTINUED FURTHER VOC. TRAINING OR SCHOOLING:																										3/24	13%
FULL-TIME			●					●											●								
PART-TIME																										--	--
RELATED TO FORMER TRAINING			●					●											●							3/3	100%
RELATED TO PRESENT JOB			●																							1/3	33%

1/ These two cases were not available for follow up this year.
* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
R. DAWSON SKILL CENTER

8-2

CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	TOTAL	
IDENTIFYING CHARACTERISTICS	08201 2307	08203 2307*	08204 2207	08205 2307	08207 2307 1/	08208 2307	08209 1107	08210 2307*	08212 2207 1/	08214 1317*	08215 1317	08216 2117	08218 1217	08219 2314	08220 2314	08222 2314*	08223 2314	08224 2314	08225 2317	08227 1317	08228 2314	08211 2107	08213 1317	08217 2317	TOTALS #	%
EMPLOYMENT PATTERN																										
. HELD JOB(S) PRIOR TO TRAINING PROGRAM	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	24/24	100%
SKILLS REQUIRED WERE LOW LEVEL		●						●					●	●		●	●	●					●		8/24	33%
HIGHEST PRIOR WAGE WAS AT OR BELOW MINIMUM WAGE LEVEL		●							●					●	●			●					●		6/24	25%
. POST-TRAINING EMPLOYMENT IS: (1980-81 N=22)																										
FULL-TIME	●					●		●		●					●	●	●		●		●	●			10/22	45%
PART-TIME		●		●								●	●										●	●	6/22	27%
RELATED TO FORMER TRAINING	●	●				●		●		●					●	●	●		●		●	●		●	12/22	55%
UNRELATED TO FORMER TRAINING				●								●	●										●		4/22	18%
. EMPLOYMENT SINCE TRAINING HAS BEEN STEADY	●	●				●		●		●		●			●	●	●				●	●		●	12/22	55%
. HAVE BEEN UNEMPLOYED SINCE TRAINING FOR A PERIOD OF:																										
ONE MONTH OR LESS																									--	--
TWO TO SIX MONTHS																			●	●			●		3/22	14%
OVER SIX MONTHS			●	●			●				●		●	●				●							7/22	32%
. NOT NOW EMPLOYED, BUT WAS SOMETIME AFTER TRAINING IN A JOB THAT WAS:																										
RELATED FULL-TIME							●							●											2/22	9%
RELATED PART-TIME																									--	--
UNRELATED FULL-TIME											●														1/22	5%
UNRELATED PART-TIME																				●					1/22	5%
. SINCE LEAVING TRAINING, CASE SUBJECT HAS:																										
WORKED IN SAME OCCUPATION	●	●				●		●		●					●	●	●		●		●	●		●	12/22	55%
CHANGED OCCUPATIONS				●								●	●							●			●		5/22	23%
WORKED FOR SAME EMPLOYER	●	●				●		●		●					●	●	●				●	●		●	11/22	50%
CHANGED EMPLOYER				●								●	●						●	●			●		6/22	27%
BEEN FIRED														●											1/22	5%
BEEN LAID OFF											●									●					2/22	9%
QUIT HER/HIS JOB							●																		1/22	5%
RECEIVED A PROMOTION										●					●										2/22	9%
RECEIVED ON-THE-JOB TRAINING		●		●		●		●		●													●	●	7/22	32%
RECEIVED COMPANY/UNION TRAINING		●						●																	2/22	9%
RECEIVED RAISE										●					●	●	●				●		●	●	7/22	32%
OTHER																									--	--

1/ These two cases were not available for follow up this year.
* Cases for individual narratives.

1980-81
SUMMARY OF CASE SUBJECT CHARACTERISTICS
8. DAWSON SKILL CENTER

CASE NUMBER: / IDENTIFYING CHARACTERISTICS		1 08201 2307	2 08203 2307*	3 08204 2207	4 08205 2307	5 08207 2307 1/	6 08208 2307	7 08209 1107	8 08210 2307*	9 08212 2207 1/	10 08214 1317*	11 08215 1317	12 08216 2117	13 08218 1217	14 08219 2314	15 08220 2314	16 08222 2314*	17 08223 2314	18 08224 2314	19 08225 2317	20 08227 1317	21 08228 2314	22 08211 2107	23 08213 1317	24 08217 2317	TOTAL TOTALS #	%
EMPLOYMENT PATTERN, CONT'D																											
. POST-TRAINING WAGE LEVEL IS HIGHEST		●	●		●		●		●		●			●	●	●	●	●		●	●	●	●	●	●	17/24	68%
. EXPRESSED JOB SATISFACTION:	1979-80										●						●				●					3/21	14%
	1980-81	●	●				●		●		●		●			●	●	●		●		●	●		●	13/22	59%
. UNION MEMBERSHIP:	BEFORE TRAINING																				●	●		●		3/24	13%
	1979-80										●															1/21	5%
	1980-81										●					●	●					●	●		●	6/22	27%
. RECEIVED EMPLOYEE BENEFITS:	BEFORE TRAINING	●				●		●		●			●	●		●	●			●	●	●	●			12/24	50%
	1979-80										●			●			●				●					4/21	19%
	1980-81	●	●				●		●		●					●	●			●		●	●		●	11/22	50%
FAMILY/HOUSEHOLD PATTERN																											
. HAD VALID DRIVER'S LICENSE:	BEFORE TRAINING	●					●	●		●	●		●					●			●	●			●	10/24	42%
	1979-80	●			●	●	●		●	●	●		●	●	●					●	●	●			●	14/21	67%
	1980-81	●	●				●		●		●		●	●	●			●			●	●			●	12/22	55%
. HEAD OF HOUSEHOLD				●	●	●	●	●	●		●		●	●	●		●	●		●	●	●			●	16/24	67%
. SINGLE HEAD OF HOUSEHOLD				●	●		●	●	●				●	●	●			●		●		●			●	12/24	50%
. NUMBER OF MINOR DEPENDENTS		3		3	1	1	1		2		2					1				1	4	3	4		4	30	
. RECEIVED PUBLIC OR STATE AID:	BEFORE TRAINING	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	24/24	100%
	1979-80																									--	--
	1980-81			●				●				●			●						●					5/22	23%
SOCIAL & COMMUNITY INVOLVEMENT																											
. REGISTERED TO VOTE:	BEFORE TRAINING	●		●	●		●	●	●	●	●	●				●	●	●	●	●		●	●		●	17/24	71%
	1979-80	●		●	●		●		●	●	●	●				●	●		●	●		●				13/21	62%
	1980-81	●		●	●		●	●	●		●	●		●	●	●	●	●	●	●		●	●	●	●	19/22	86%
. INVOLVED IN SCHOOL ACTIVITIES:	BEFORE TRAINING										●			●			●					●				4/24	17%
	1979-80										●						●					●				3/21	14%
	1980-81			●	●						●						●					●				5/22	23%

1/ These two cases were not available for follow up this year.
* Cases for individual narratives.

1980-81

SUMMARY OF CASE SUBJECT CHARACTERISTICS

8. DAWSON SKILL CENTER

CASE NUMBER: / IDENTIFYING CHARACTERISTICS	1 08201 2307	2 08203 2307*	3 08204 2207	4 08205 2307	5 1/ 08207 2307	6 08208 2307	7 08209 1107	8 08210 2307*	9 1/ 08212 2207	10 08214 1317*	11 08215 1317	12 08216 2117	13 08218 1217	14 08219 2314	15 08220 2314	16 08222 2314*	17 08223 2314	18 08224 2314	19 08225 2317	20 08227 1317	21 08228 2314	22 08211 2107	23 08213 1317	24 08217 2317	TOTAL TOTALS #	%
SOCIAL & COMMUNITY INVOLVEMENT, CONT'D																										
. INVOLVED IN COMMUNITY/NEIGHBORHOOD ACTIVITIES:																										
BEFORE TRAINING		●	●	●		●	●	●		●			●			●	●	●			●			●	13/24	54%
1979-80		●				●	●	●		●						●					●				7/21	33%
1980-81			●				●	●		●							●		●					●	7/22	32%
. INVOLVED IN CHURCH/CLUB ACTIVITIES:																										
BEFORE TRAINING	●	●	●	●	●	●	●	●	●	●						●	●		●	●	●				15/24	63%
1979-80	●	●			●	●	●	●		●						●				●	●				10/21	48%
1980-81	●	●	●			●	●	●		●			●			●	●		●		●	●		●	14/22	64%
RATING OF SELECTED PROGRAM FACTORS																										
. RATED COUNSELING AS HELPFUL: DURING TRAINING	●	●		●		●	●						●			●					●	●	●		10/24	42%
1979-80		●		●	●				●						●	●			●		●				8/21	38%
1980-81		●	●			●	●	●		●				●	●	●		●			●			●	12/22	55%
. RATED TEACHER CONCERN AS HELPFUL: DURING TRAINING		●			●		●		●	●			●		●			●	●		●	●	●		12/24	50%
1979-80					●					●	●	●	●		●	●		●		●	●				10/21	48%
1980-81	●	●	●			●	●	●		●	●	●	●	●	●	●		●		●	●	●	●		18/22	82%
. RATED TRAINING AS REALISTIC: DURING TRAINING	●	●	●	●									●		●	●	●	●			●	●	●	●	13/24	54%
1979-80	●				●	●		●			●		●			●		●		●	●				10/21	48%
1980-81	●	●				●	●	●		●	●		●	●		●		●	●	●	●	●	●	●	17/22	77%
. RATED SUPPORT OF OTHER STUDENTS IMPORTANT: DURING TRAINING	●	●		●						●	●		●	●		●		●			●			●	11/24	46%
1979-80	●	●		●	●	●		●	●	●	●		●		●	●		●	●	●	●				16/21	76%
1980-81	●	●				●	●	●		●	●		●	●	●	●		●	●	●	●	●		●	17/22	77%
. RECEIVED FINANCIAL AID AS PART OF PROGRAM	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	24/24	100%
. RATED FINACIAL AID AS VERY HELPFUL: DURING TRAINING	●	●		●				●	●		●		●	●		●		●			●	●	●	●	14/24	58%
1979-80	●	●	●	●	●	●		●		●	●	●	●		●	●		●	●	●	●				17/21	81%
1980-81	●	●	●	●		●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	22/22	100%

1/ These two cases were not available for follow up this year.
* Cases for individual narratives.

1980-81

SUMMARY OF CASE SUBJECT CHARACTERISTICS

B. DAWSON SKILL CENTER

CASE NUMBER:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	TOTAL TOTALS #	%
IDENTIFYING CHARACTERISTICS	08201 2307	08203 2307*	08204 2207	08205 2307	08207 2307 1/	08208 2307	08209 1107	08210 2307*	08212 2207 1/	08214 1317*	08215 1317	08216 2117	08218 1217	08219 2314	08220 2314	08222 2314*	08223 2314	08224 2314	08225 2317	08227 1317	08228 2314	08211 2107	08213 1317	08217 2317		
POST-TRAINING ASSESSMENT OF PROGRAM IMPACT																										
. IDENTIFIED TRAINING AS AN IMPORTANT FACTOR IN:																										
ENTERING PRESENT OCCUPATION	●	●				●	●	●		●					●	●	●		●	●	●	●		●	14/22	64%
DEVELOPING POSITIVE SELF-IMAGE		●				●	●	●					●	●	●	●			●		●	●	●	●	13/22	59%
CHANGING LIFE/WORK EXPECTATIONS	●	●				●	●	●		●		●		●	●	●			●	●	●	●	●	●	16/22	73%
. TRAINING PROVIDED MORE THAT JOB SKILLS	●					●	●	●						●	●	●		●	●		●	●		●	12/22	55%
. CONSISTENCY AND STRUCTURE WERE IMPORTANT FACTORS LEADING TO SUCCESS IN THE TRAINING PROGRAM	●	●				●	●	●						●	●	●		●		●	●			●	12/22	55%
HEALTH & MEDICAL PROBLEMS																										
. MEDICAL PROBLEM(S) AFFECTED SCHOOL, TRAINING OR JOB SOMETIME BEFORE OR DURING TRAINING					●											●			●						3/22	14%
. MEDICAL PROBLEM(S) AFFECTED CASE SUBJECT SOMETIME AFTER LEAVING TRAINING PROGRAM		●	●	●		●		●		●				●					●						8/22	36%

1/ These two cases were not available for follow up this year.
* Cases for individual narratives.

Appendix F

1980-1981 FOLLOW UP OF CASES RELATED TO EMPLOYMENT PATTERNS BY MALE AND FEMALE CASES

Appendix Table F

1980-81 Follow Up of Cases Related to Employment Patterns by Female and Male Cases

Case Number	Steady Working	Full Time	Related	Part Time	Related	Satis-fied	Highest Wage	Bene-fits	Union Member	Wage 1980-81	
FEMALES											
01504-2199		X	X			X	X	X	X	$ 7.14*	**
01508-2199	X	X	X			X	X	X		4.00*	**
01501-2199		X								2.00	
02204-2314	X	X	X			X	X	X	X	5.10*	
02205-2317		X	X			X	X	X	X	8.00*	**
02206-2114	X	X	X			X	X	X		5.80*	**
02207-2114	X	X	X			X	X	X		4.10*	**
02208-2117		X				X	X	X		4.25	
03503-2299	X	X				X	X			3.10	
03504-2199				X		X	X	X		4.44	**
03505-2199				X	X					3.10*	
03507-2199	X			X	X	X	X	X		3.30*	
05213-2117	X	X				X		X		3.10	
05215-2117				X			X			5.00*	
05216-2117		X				X	X	X	X	7.00*	
05217-2117		X					X			3.10*	
05218-2117	X	X					X			3.10	
05219-2117	X	X					X	X		n.a.	
06402-2199	X			X		X				2.30	
06403-2199				X		X				3.10	
06405-2199	X			X						2.25*	
06406-2299	X			X	X	X				2.60	
06407-2199	X			X	X	X	X			3.25*	
06409-2199				X		X				2.30	
07501-2107	X			X	X	X	X			4.00*	
07505-2114	X	X	X			X	X	X		5.50*	
07509-2114	X			X	X	X	X	X		5.50	
07512-2107	X			X		X	X		X	3.65*	
07518-2104	X	X					X			4.25*	
07520-2217	X	X	X			X	X	X		8.50	**
07522-2104	X	X	X			X	X	X		3.50*	
07526-2117	X	X	X			X	X	X		4.50*	
07516-2114	X	X	X			X	X	X		5.00*	

1980-81 Follow Up of Cases Related to Employment
Patterns by Female and Male Cases, Cont.

Case Number	Steady Working	Full Time	Related	Part Time	Related	Satis-fied	Highest Wage	Bene-fits	Union Member	Wage 1980-81
FEMALES, continued										
08201-2307	X	X	X			X	X	X		$ 5.68
08203-2507	X			X	X	X	X	X		5.40
08205-2307 (non-completer)				X			X			5.90
08208-2307	X	X	X			X	X	X		5.18
08210-2307	X	X	X			X	X	X		5.18
08216-2117	X			X		X				4.50
08220-2314	X	X	X			X	X	X	X	5.29* **
08222-2314	X	X	X			X	X	X	X	5.93*
08223-2314	X	X	X			X	X			4.69*
08225-2317		X	X			X	X	X		3.95
08228-2314	X	X	X			X	X	X	X	5.34*
08211-2107	X	X	X			X	X	X	X	5.85
08217-2317	X			X	X	X	X	X	X	8.49*
N = 46 of 63 = 73% working	33	29	20	17	8	37	37	28	10	$ 4.60 Avg. Mean $2.00-8.50 Range
MALES										
02201-1117	X	X						X		$ 6.00
03501-1299	X	X				X	X			7.20
03502-1199	X	X				X	X	X		6.25
03508-1399	X			X	X	X	X			3.60
03509-1399		X					X	X		4.25* **
04107-1117				X		X				3.50
04110-1117				X						3.50
05205-1117	X	X	X			X				3.50
05207-1117	X	X	X				X			3.50
05208-1517	X	X	X			X	X	X		4.75*
05209-1117	X			X	X	X	X			8.00* **
05211-1117	X	X	X			X	X	X		5.45* **
05220-1217	X	X	X				X	X		5.50*
05221-1117	X	X	X			X	X			5.00
05202-1117	X	X	X			X	X			8.00
06401-1199	X			X		X		X		n.a.

1980-81 Follow Up of Cases Related to Employment
Patterns by Female and Male Cases, Cont.

Case Number	Steady Working	Full Time	Related	Part Time	Related	Satis- fied	Highest Wage	Bene- fits	Union Member	Wage 1980-81
MALES, continued										
07502-1116 (non-completer)	X			X			X	X		$ 8.40
07504-1117				X		X	X			6.00*
07508-1117	X			X	X	X				4.00*
07510-1117	X	X				X	X	X	X	9.80*
07513-1116	X			X		X	X	X	X	9.10*
07514-1216	X			X		X	X			4.25* **
07515-1117	X			X		X	X	X		3.60*
07519-1117	X	X	X			X	X	X		4.50
07521-1117	X	X	X			X	X	X		6.00*
07523-1117	X	X				X	X			4.05*
07517-1717	X	X				X	X			4.00*
07525-1117	X	X	X			X	X	X		5.00* **
08214-1317	X	X	X			X	X	X	X	8.50* **
08218-1217				X			X			10.00
08213-1317				X			X			3.70*
N = 31 of 45 = 69% working	25	18	11	13	3	23	25	15	3	$ 5.63 Avg. Mean $3.50-10.00 Range
TOTAL BOTH FEMALES & MALES										
N = 77 of 108 = 71% working	58	47	31	30	11	60	62	43	13	$ 5.01 Avg. Mean $2.00-10.00 Range
Total Working	75%	61%	40%	39%	14%	78%	81%	56%	17%	
Females Working (N = 46)	72%	63%	43%	37%	17%	80%	80%	61%	22%	
Males Working (N = 31)	81%	58%	35%	42%	10%	74%	81%	48%	10%	

* = received a raise since being employed after training; ** = received a promotion on the job since training.

Compiled by CARVELL Education Management Planning, Inc. from case follow-up files, March 1981.

Appendix G

COMPARISON OF CASE SCHOOLING PATTERNS AFTER TRAINING AND EMPLOYMENT PATTERNS FOR THOSE FOLLOWED in 1980-1981

Appendix Table G

COMPARISON OF CASE SCHOOLING PATTERNS AFTER TRAINING AND EMPLOYMENT PATTERNS FOR THOSE FOLLOWED IN 1980-81

Enrolled in School, 1980-81	Full Time	Part Time	Rel. to Trng.	Rel. to Job	Employed Full-Time	Rel. to Trng.	Employed Part-Time	Rel. to Trng.	Empl. Has Been Steady
FEMALES									
01504-2199	X			X	X	X			
01505-2199	X		X						
01508-2199	X		X	X	X	X			X
02204-2314	X				X	X			X
03504-2299	X			X			X		
03505-2199	X		X				X	X	
03507-2199	X		X				X	X	X
06402-2199		X	X				X		X
06405-2199		X	X				X		X
06406-2299	X						X	X	X
06407-2199	X						X	X	X
06409-2199		X	X				X		
07501-2107	X		X	X			X	X	X
07503-2101	X		X	X					
07506-2109	X		X						
07509-2114	X		X	X			X	X	X
07512-2107	X						X		X
07518-2104		X		X	X				X
07511-2116	X		X						
07516-2114	X		X	X	X	X			X
08203-2507	X		X	X			X	X	X
08224-2314	X		X						
Total Females N=22	18	4	15	9	5	4	12	7	13
Percent of Total Females Enrolled in School	82%	18%	68%	41%	23%	18%	55%	32%	59%
	School Patterns				Employment Patterns of Those in School				

COMPARISON OF CASE SCHOOLING PATTERNS AFTER TRAINING AND EMPLOYMENT PATTERNS FOR THOSE FOLLOWED IN 1980-81

Enrolled in School, 1980-81	Full Time	Part Time	Rel. to Trng.	Rel. to Job	Employed Full-Time	Rel. to Trng.	Employed Part-Time	Rel. to Trng.	Empl. Has Been Steady
MALES									
03506-1199	X								
03508-1399	X		X	X			X	X	X
04108-1317	X								
05203-1317	X		X						
06401-1199	X						X		X
06408-1399	X								
07502-1116		X					X		X
07504-1117	X		X				X		
07507-1117	X		X						
07508-1117	X		X				X	X	X
07510-1117		X			X				X
07513-1116	X		X				X		X
~~07514-1216~~	X		X				X		X
07515-1117		X	X				X		X
08209-1107	X		X						
04107-1117	X						X		
Total Males N=16	13	3	9	1	1	--	9	2	8
Percent of Total Males Enrolled in School	81%	19%	56%	6%	6%	--	56%	13%	50%
Total Both Males & Females N=38	31	7	24	10	6	4	21	9	21
Percent of Total for Both Enrolled in School	82%	18%	63%	26%	16%	11%	55%	24%	55%

Note: Although 42 had been in school sometime during the follow-up period, 4 had dropped out.

Compiled by CARVELL Education Management Planning, Inc. from case files of those followed in 1980-81, March 1981.

Appendix H

THE 20 NARRATIVE CASE STUDIES
1980-81

ALBERT A Welder With a Growing Sense of Independence

BACKGROUND

"In order to be a success, all the people who are part of a training program, including teachers, counselors, and administrators, have to get past the attitude--I've got mine, now you get yours."

Albert is a 33 year old Black man who moved to Illinois from New Orleans in 1961. He is a handsome, soft spoken man who recalls he had no choice in the move that his family believed would improve their economic and educational opportunities. After finishing high school he took a number of jobs including working for an ice cream company (which closed and eliminated his job), becoming a management trainee for a fast food franchise, driving a cab, and working in the construction industry. Although he had not taken any vocational courses during high school, nor had any experience with welding, he became interested in it as a result of observations while holding a job as a construction worker and conversations with a friend who was a welder.

Albert has a history of working and being largely self-supporting from the time he finished high school, but many of the jobs were low paying and none left him with a trade he felt could sustain him in a satisfying career. Late in 1978, he heard from friends about a vocational program at a local skill center. He had decided that it was a critical time to obtain the necessary training so he could learn a trade and support his young family. He applied for the program, took the necessary screening tests and passed them. Two weeks later he started training which was sponsored by CETA. He feels this was a lucky break because some other students had been waiting several months to get into the same program.

REACTIONS TO THE PROGRAM

Although he enrolled in a "combination welding" program and received a certificate of completion after finishing the five-month training course, Albert did not feel that he mastered the skills in four areas that would really prepare him as a combination welder (ARC, MIG, GAS, and TIG).

Yet, he is grateful for the skills that he did learn and feels he could not have gotten a job as a welder without the training received. He recalls some of the problems he encountered as a student and offers some opinions about why he did not gain all of the welding skills he wanted.

> "First, for some reason, we did not have all the gas we needed. Other supplies were not available when needed by students."

Other problems seemed to encumber the training process for Albert. These are reflected in various comments he made.

> "Many of the instructors were retired from industry. I don't know if their skills were out-of-date with industry or not, but I do know that I did not learn how to weld in all four areas I expected to. There were many more students than learning stations, so you either doubled up or had to wait. This meant that you might not get to all four welding areas if you were not aggressive. The instructors knew all four areas but seemed to concentrate on the area they liked best or were most skilled at. I did not gain a balanced set of welding skills."

Albert joined other students in his class to inform the program administration of the problems they felt were impeding their learning. He believes that the student action was constructive and brought results because from that point on there were no problems with obtaining needed instructional supplies.

He found that the written instructional materials issued during the training were appropriate and helpful. He had no serious difficulty in reading such materials but some of his fellow students could not read well and were too embarrassed to ask for help. This was especially true for the older men. Albert and several of his classmates took advantage of the tutorial reading program that was available. He remembers that he attended a few sessions at the reading program and "fooled around with the reading equipment" but did not greatly improve his reading ability.

Albert remembers that the counseling he received while enrolled in the program was helpful. The financial assistance he received from CETA was very helpful but did not cover all his financial needs or those of his wife and two children. As a result, he moonlighted as a cab driver at night while he attended training sessions during the day.

His strongest sense of support during the training came from his instructors despite the high student-teacher ratio he remembers in the class. A very important source of support also came from the small group of fellow students he befriended during the training. A number of them would have coffee together and became good friends during and after the program. Of the four closest friends he made in class (all men ranging in age from 18 to 32), two found jobs as welders; the other two did not.

TRANSITION TO WORK

The skill center provided several job leads when Albert neared the completion of his training.

> "During training, the instructors kept telling the students about welding jobs that paid \$10 to \$14 per hour. A lot of the students were very disappointed to find out later that only a few jobs, even for experienced welders, paid that much. The first job I applied for paid only \$5 an hour. What was the point of going to work for \$5 an hour and having to travel an hour to work? I averaged that much an hour driving a cab."

Albert applied for a welding job in a large boiler shop. He failed the first skills test he took at the firm because he was unfamiliar with the type of welding he was asked to do. After failing the test, he asked if he could watch someone set up and perform the type of welding he had been asked to do. The person conducting the test complied. After watching how the test was performed, Albert was able to demonstrate the required skill. He was hired at \$8.95 an hour, based on his ability to show that he did possess some welding skills and was a quick learner. Unfortunately, in less than a month, he lost his first welding job due to a misunderstanding with his shift supervisor, but the job experience was valuable to him in learning many job skills that he had not gained during his training.

Although disappointed about losing his first job, Albert had gained important job skills and a large degree of self-confidence. He set about the task of finding another welding job on his own. Within a week he was successful in getting work in Gary, Indiana with a company that manufactures coal crushing machinery. The job was about half an hour from his home. The starting pay (\$7.30 per hour) was less than his first job, but he liked the company and had a good employee benefits package, including a hospital plan. The latter was particularly important because he suffered a serious injury as a result of an auto accident in January 1980. It took him nearly two months to recover from the injury.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

Albert returned to work in April 1980. Although hampered by his back injury, he continued to recover physically and make progress as a welder. He gained Class A welder status by early 1981. His wage increased over the \$8.50 per hour he made as a Class B welder. In late 1980 he and his wife purchased a small house located near the apartment they used to rent. His children did not have to change school. During the same time, his wife obtained her cosmetology license and works to add to the family income.

FUTURE PROSPECTS AND PLANS

Albert wants to gain all the experience he can on his current job. He is now a welder on a heavy assembly unit in his company but would like to advance to bench work or to a pipe welder's position because the wages are higher and the jobs require more advanced skills. Ultimately he would like to get a welding job in a shipyard. He knows this would require a move to another part of the country. His preference for such a move would be back to his native New Orleans, to Texas, or to Southern California. However, he has no plans for making any such move in the near future.

He likes being a welder and does not plan to change occupations voluntarily. He is grateful for the training he received even though he is thoughtfully critical of some aspects of the program. His criticism is softer now than it was 18 months earlier when he had just completed his training, but he feels the program has a responsibility to insure that instructional supplies and materials are available when needed, that training is closely related to the job for which the students are preparing, and that wage information and job opportunities be presented realistically rather than trying to sell students on the program.

Albert is a pragmatic and sensitive man. He talks about the personal impact that harsh urban life has had on him and his concerns about the impact it can have on his children.

> "I have learned to be suspicious of others, distrustful and skeptical. I wasn't like that as a boy. I try not to let myself get too cynical."

Albert places a high value on building strong ties with his young family. His two children, a son of seven and a daughter of eleven, attend a nearby parochial school. His wife has taken classes in night school, and both feel that getting a good education is important. He is involved as a parent in activities where his children attend school. He feels he has always been ambitious and wanted financial independence. He considers getting into the welding program an important step in his life toward gaining the independence he longs for.

In reviewing the events of his personal and occupational progress since finishing his program, he noted, "We feel like a Cinderella family. Despite my accident we are doing fine. We are buying our own house, the kids are doing well, and we are happy." Thus, it seems that vocational training provided Albert with the initial tools to realize his ambitions to provide a better life for himself and his family. He went into the program with certain personal attributes that were necessary to succeed in the training. Now the training may help him succeed in other facets of life, not only because of the manual skills he learned, but because of the self-confidence he gained.

3/81

BARBARA A Secretary With a Career

"One of the things I learned as a result of my experience was to give it all you have in life and on the job. Above all, don't be negative."

BACKGROUND

A native of Chicago, Barbara is a mature Black woman who completed a secretarial program in a South Chicago training center in the winter of 1980. She is personable yet direct and knows how to get along with others.

Barbara finished high school in the early 1960's, but took no vocational cources while in school. She learned to type in school and after a wide variety of jobs landed an office job in 1969. She learned the necessary office skills as she worked. The process was by trial and error in the low paying clerical job she held.

In late 1978, Barbara was hospitalized with a serious physical ailment that required a six-month recovery period. Her job could not wait and she lost it. The extended period of recovery gave Barbara a chance to assess her life and her career goals. She was abetted by a close friend who suggested she enroll in a vocational training program. She took the entry test and interview and as a result was accepted in a secretarial science program in the Spring of 1979. The program was six months long sponsored by CETA at a local skills center.

REACTIONS TO THE PROGRAM

After being in the program for only two months, Barbara became dissatisfied and anxious about the progress she felt she was making. At this juncture of her training the help she received from her teacher and counselor were critical factors in the process of self assessment of her strengths and personal plans for work. With their personal friendship and professional aid Barbara continued her program with greater self-confidence and energy. She made satisfactory progress and completed her program without further incidents of depression.

The friendship and social bonds between Barbara and the teacher and counselor who helped her have remained long after Barbara completed the training program. They still communicate.

Once Barbara gained control over the requirements of the training she was receiving, she branched out into other domains. She was elected student body president and served in that office for the last three months she was in the CETA program.

TRANSITION TO WORK

Upon program completion, Barbara received help from the placement office at the training center. They assisted her find and apply for three positions related to her training. She applied for and was hired in a job as receptionist and secretary in a alumni career center at a large university campus in Chicago. This time, even though she was new to the job, she felt that she possessed the necessary basic skills to succeed on the job rather than get by in the trial and error manner she had endured during her earlier clerical job years. Furthermore, because of the need to meet people as part of her job, Barbara found that the social and behavioral skills she learned during training were as important as some of the clerical and secretarial skills she developed.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

For the first six months on the job, Barbara concentrated on learning the routines and vocabulary used in the position she held. She was successful in completing the probationary period and made sufficient progress to earn two pay increases. She started her job earning about $10,000 per year and within a year worked her way up to $11,900. She is glad to earn the higher income, but has a keen sense of achievement in mastering the technical and human relations demands of her job. (Her boss agreed that her progress has been noteworthy.)

Barbara has gained a sense of security in her ability to meet and master the demands of her job. She notes that the first year of work has enabled her to take a longer view of her career rather than the short term perspective she had held in the past. She considers this change in looking at herself and what she does as a major breakthrough in her viewpoint about life.

FUTURE PROSPECTS AND PLANS

Barbara feels fortunate to have landed her job at the university. The pay is the highest she has ever earned and employee benefits are the best she has ever had. She and her husband live in a small apartment in Chicago, but both would like to move to a better location and would like to buy their own home. Inflation may curtail that dream, but it still is included in the talks they have about the future.

Her immediate career plans include learning more about the job she how holds, but she also hopes to enroll in administration courses offered by the university. It may take some time before she can get around to taking such courses, but they are on her personal improvement agenda.

Barbara believes that her experiences in the training program are something that others, especially youths with little or no job skill, should share.

She has written an article about her feelings on the subject. She is not sure it will ever be published, but her feelings remain the same. She concludes, "I can truly say that my whole outlook on the business world was made possible at the center... I urge you to consider taking a business course that will best suit you; you will be glad you did."

Her testimony is an example of how a vocational program met the needs of a person who wanted to change her life and was willing to work hard to do so.

3/81

CAROL Student, Licensed Practical Nurse Program

"I finally realized I couldn't do it all at once even though I wanted to. I have slowed down and find that even though I am doing less I am getting more out of it. I feel better about what I am doing and think others will benefit in the long run."

BACKGROUND

Carol is a small pert woman born 20 years ago in the Philippines. She moved to Chicago at age 15 with her family which included 11 brothers and sisters. She finished high school in 1978 without taking any vocational courses. In Spring 1979 she enrolled in a year long LPN (Licensed Practical Nurse) training program.

At the time of enrolling in the LPN program, Carol had not held any full-time jobs even though she had participated part time in a number of church and neighborhood activities and as a staff member of a small newspaper.

She became interested in nursing during high school and heard about the LPN program at a local skill center through friends. After high school, she applied for and passed the screening test.

REACTIONS TO THE PROGRAM

While enrolled in the program, Carol commuted daily an hour each way to and from the center. Her attendance during the year was outstanding. She was excited about her program even though she admits it was far from easy for her. The final phase of her training involved clinical experience at several local hospitals. She liked the clinical experiences better than the classroom training.

Because she was a CETA student, she received a stipend while in the program. She considered this a critical factor in helping her stay in the program. The support she received from her instructors and classmates was also important to her. As one of the youngest students in the class of 50, some older students took her under their wings. She appreciated this but did not seek such attention.

TRANSITION TO WORK

Carol finished her training in April (1980). Afterward she went to work as an LPN for $5.40 an hour. This lasted until the Fall

1980 when she made a number of major changes in her personal life and career plans.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

While staying employed at a local hospital as an LPN, Carol reduced her hours to half time. This decision was made in order to attend school full time. Carol enrolled in a two year registered nursing (RN) program at a local community college.

Unfortunately, the combination of work and school resulted in a health problem. Within a few months Carol developed chronic gastritis and hypertension. She was placed under medical care for these problems and upon the direction of her physician, Carol reduced her work hours and course load. Carol got off the fast lane for the time being and changed the time table for completing her RN program. She looked forward to a reduced pace of life and although a difficult transition, Carol stated, "I knew I had to slow down but I wanted to get it all over at once. Being in the health professions I should have known what was going on but I didn't."

FUTURE PROSPECTS AND PLANS

Carol still plans to achieve her career goals. It will just take longer than she had originally planned. She has developed a high degree of professionalism in her work. Her perception of her training had changed with the passage of time. She realized her training was limited even though she remains positive about it. Now that she has slowed down, she recognizes that a balance must be struck between hard work and ambition.

For the next two or three years Carol will work part time as an LPN. She has passed the state LPN examination and sees no problem in keeping her job. She will continue her studies and looks forward to the day when she will become an RN. For the present she does not plan to get married but would like to move out of her parents' apartment and into one of her own.

Carol has not held many jobs but exudes a strong work ethic and a zest for the type of work she prepared for in the LPN program. She is appreciative of the training she received and happy about her future career plans.

3/81

DIANE An LPN Who Took Another Chance

"When I started (the training program), I was scared stiff. I was in my mid-forties and hadn't been around a school in 26 years."

BACKGROUND

Diane is a 46 year old Black woman. A graduate of high school over 25 years ago, she was awarded a full scholarship to Arkansas A & M in Home Economics. She states that she was fond of every aspect of her early school years and excelled in math and English. She enjoyed an early pattern of success. She was valedictorian of her high school class, entered college, and had a promising career planned.

In 1955, after a year in college, she married a fellow student. The demands of a family soon forced her to drop out of college. Her family grew to include six children. Shortly after marriage, Diane and her family moved to Illinois to find work. Along with raising her family, she worked in a factory job where she remained for 18 years. Her wages were minimum and she never made much over $4.00 per hour.

Diane left the factory job in 1977 to find something less demanding. At 43, she felt her chances of finding improved employment were limited. With the encouragement of her eldest daughter, a graduate of a local RN program, Diane investigated a series of community based training programs offered through various governmental agencies.

With the support of her family, she embarked on a one-year training program in medical technology. She assumed all was going well until she filed with the state license board for her exam and found her recently completed medical program was not accredited.

Disappointed and feeling cheated at the loss of time and money, she sought other avenues in the community to meet her needs. In early 1978, she and her husband separated. This made it urgent for her to find suitable employment or training.

Diane was encouraged by her children to seek another training program rather than a job in the belief that the long-range outcomes would be more personally and economically rewarding. She learned about a vocational program offered by a local skills center in which she could obtain a CETA stipend during the training period.

Diane believes that the demand for LPNs and her daughter's encouragement were the major factors that helped her make the decision to try another LPN training program.

REACTIONS TO THE TRAINING

In Spring 1979, Diane was accepted to an LPN program in a Chicago occupational skills center. In April of 1980 she completed her year long training. During the program she maintained high grades, received outstanding evaluations from her clinical sites, and was asked to submit applications for employment at a number of local hospitals prior to program completion.

After her earlier bad experience and being away from school for such a long time, Diane states, "When I started. . ., I was scared stiff. I was in my mid-forties and I hadn't been around a school in 26 years. I had already decided that I would be the grandmother of the class. Instead, my classmates helped me along--besides I think I was wiser than they were and they needed me."

In Diane's opinion, the factors contributing to her success in the LPN program were her own sense of purpose, willingness to stick it out, and having had a job she disliked for 18 years. Diane views her LPN program realistically. According to her, "The success I have achieved has been due primarily to my own initiative." She believes that some of the materials, equipment, and content of her courses were outdated. She feels some of the other students who did not have her initiative may have been discouraged by these shortcomings.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

As soon as she graduated from her training program, Diane went to work at a medical center as an LPN in downtown Chicago. She passed her state exam for an LPN license in the fall of 1980. She started work at $5.18 per hour on the swing shift with an excellent employee benefits package. Diane was pleased with her work, her supervisors, and the opportunities for continued professional development and looked forward to the continued training she will receive on the job at the medical center. Since going to work she has been asked to assume increased job responsibilities and is working currently as a surgical LPN. This was a change in her assignment and was a major achievement for Diane during her initial six months on the job.

Now that she is working, she remains active in her church and in local political activities. After eighteen years as a factory worker Diane finally feels comfortable in her work and her community. She continues to voice appreciation of her training program and had helped to recruit other women into the program.

FUTURE PROSPECTS AND PLANS

For the immediate future, Diane intends to focus her attention on her formal on-the-job training. She plans to enroll in an advanced surgical nursing techniques course in 1981. She is happy in her job and looks forward to a long career with the hospital.

Diane exudes a sense of determination and assertion tempered with a gentle manner. She attributes this combination to her lifelong association with her church in which she has been active for over 30 years. She has always had a commitment to the youth of her local church and this has been expanded to older women now. "I am most pleased that a person of my age decided to go back to school. I was scared to death but now I see that I have a lot to contribute. I just wish other women could feel the same way."

3/81

ELLEN A Woman Welder With a Positive Outlook

"You don't have to settle for something less when you learn to know better."

BACKGROUND

Ellen was born in Mississippi 26 years ago. Raised in Illinois where she attended school until she dropped out in the 11th grade, she took no vocational courses. A few years after leaving high school she obtained a high school equivalent certificate (GED).

A large Black woman, Ellen possesses a shy manner that masks a profound sense of humor that has helped her face the ups and downs in life. She is a single head of household and shares living in a small wooden framed house with her mother and her six year old son.

After leaving high school she went to work in a variety of jobs including one as a machine etcher and another as a machine tool operator. She earned between $3.58 and $4.29 an hour at these jobs that she held for less than a year each. One summer she held a part-time job as a secretary in the Neighborhood Youth Corps (NYC).

Prior to her involvement with her vocational training program, none of the jobs held by Ellen were high paying and, taken as a whole, they did not provide any specific direction or satisfaction in her life.

As a result of her short-term experience as a secretary in NYC, Ellen decided to enroll in a secretarial training program at a nearby junior college. When she arrived at the college, she discovered that welding was offered. Because of her prior experience around machines, she explored the possibilities of taking welding. She was not encouraged and left the interview disappointed. After talking it over with her mother, she decided to try to enroll in the welding program despite the apparent opposition of her counselor. She recalls that she was determined to pursue welding even if she had been rejected in the CETA sponsored program. If necessary, she would have gone to school at night to learn how to weld on her own. To her elation, the counselor who had originally questioned her motivation, gave her support and she was accepted, along with four other women, into the welding program. Four out of the five, including Ellen, completed the program.

REACTIONS TO THE PROGRAM

Ellen says the welding program taught her the general skills she needed to get a job, but specific skills and techniques were learned after she landed a job.

Ellen admits that one of the most difficult challenges she had to face during training was to overcome her fear of fire. She conquered the problem and learned to become a good Arc welder. She learned other welding techniques during her training, but she did not master them to the same extent as arc welding until she was on the job.

She found her instructor helpful and supportive. Equally important, as a means of support, were the friends she made with the other women in the program. Over a year later she still keeps in touch with two of them, both of whom are welders.

TRANSITION TO WORK

Ellen completed training in May 1979 and found her first welding job the following August. She was the first woman welder ever hired by her employer. One other woman was hired shortly after Ellen but she was laid off during a cutback in production and was not rehired. As a woman in a nontraditional occupation, Ellen was subject to a lot of ribbing from the men at work. Some attempts at harrassment were not good natured, but she learned to set limits on the jibes she took and handled most of the uncomfortable situations with the same humor that helped her survive many other difficult situations in life. She says that she used retorts like "It's all right to kid me on the job, but I'm still not going to take any of you guys home with me." She thinks they all got the message.

As a union member, Ellen started her new job at $7.40 per hour. She anticipated getting a raise to $8.00 an hour when she became a Class A welder. That is almost twice as much as she ever earned per hour in any of her previous jobs. She is proud of that. The employee benefits are good and she survived two company layoffs due to production cutbacks. That is something the other woman welder and a number of men who were hired at the same time were not able to do.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

After surviving two layoffs at her employer's plant, production cutbacks caught up with Ellen. In March 1980 she began an eight month layoff. Fortunately, the economic impact of the layoff was off-set by the unemployment benefits she received during this period. She actively sought work as a welder with other firms but was not successful because the economic recession affected the region as a whole, not merely her employer. By fall of 1980 Ellen was looking for any job, even one other than as a welder. She was about to accept a job offer as a clerical worker when she was called up by her employer to return to work in November.

By December 1980, welders were working two out of three shifts at Ellen's firm, but the threat of production cutbacks in the spring carried the probability of another layoff for her unless the economy took an upturn. However, after returning to work in November, Ellen advanced to Class A welder and made the $8.00 per hour she expected to make. At work she began to work on heavier welding projects. She liked the new work and found that the harrassment she had received from male workers during her earlier days on the job had abated. She believes that the men have begun to realize that she is a serious worker and capable craftsperson. At this point in her career, Ellen is pleased with her progress on the job and the general acceptance she has gained among the other male welders. She remains the only female welder at the plant. Even in the event of another layoff, Ellen believes that she will be called back as soon as production demands improve. She has earned her way as a member of the work crew and as a welder. Now she hopes to avoid ever having to return to clerical work or low paying jobs again to support her family.

Aside from the unfavorable swing of the employment pendulum, other aspects of Ellen's personal and social life have continued to improve since she left the training program. Even though she continues to share a house with her mother and son the prospect of marriage has increased for Ellen. Another change in her life has been the membership in a church which she has assumed with conviction.

FUTURE PROSPECTS AND PLANS

Ellen likes welding and is appreciative of the opportunity that the training program at the junior college gave her to learn her new craft. She has a desire to learn more about welding so that she can become more versatile. Her move from working on fabricating light metal building frames to heavier welding assignments is one Ellen likes. The work is demanding physically, but she takes satisfaction in being able to do it.

Among her future plans is the hope that she can enroll in a metalurgy class at the local junior college so that she will gain a better understanding of welding. This is a significant change in her outlook toward the value of education and work. She has expanded her interests in a variety of ways since becoming a welder. She is thinking about the job possibilities in other firms in the area so that she might get into an apprenticeship program.

She voted in the 1980 presidential election. It was the first time she ever voted.

A good paying job has given Ellen a positive outlook on many aspects of her life. The training that led to her current employment helped her learn how to set realistic goals for herself. There are still strong traces of the low income life style in her life, but she has developed a sense of the importance of a good paying steady job. For the first time in her life, Ellen makes enough money to be able to buy new clothes and other necessities she wants for her son who is now in school. This is a major factor in helping Ellen to realize a difference between her former life and the one she is now trying to make for herself and her family. She noted with pleasure, "My job allows me to afford the things I want for my boy. I can even say no to him without feeling guilty because it is from choice, not necessity."

Over a year later, even with the prolonged layoff from her job, Ellen sums up her positive attitude about her training program by pointing out that it helped her learn more than a specific job skill. It helped her learn how to improve other aspects of her life. She now knows she is qualified to hold more than low-skilled, low-paying jobs.

3/81

FRANK A Welder With Hope For Better Times

"One of the chief benefits of having a good trade is the mobility it gives you to move anywhere you want..."

BACKGROUND

The past decade has been one of change for Frank. Born in Southeast Asia in 1949, he grew up and was educated in his native country. He was starting his third year in college when he left school to join his country's air force and became an American-trained fighter pilot. After serving in the military for nearly six years, he made the journey to the United States and entered New York City as a refugee. In New York, Frank perfected his English. While adjusting to his new life, he held a series of low-paying jobs as a maintenance worker, cab driver, and general custodian. None of the jobs paid more than $5.00 per hour. In order to build a better life for himself and his young wife, he moved to Connecticut to work in an assembly plant. Within two months the plant closed and he and his wife both lost their factory jobs.

Frank then migrated to Illinois in 1978 after a visit to a relative. He decided to stay, find a job, and raise his young family (sons of 4 and 6).

REACTIONS TO THE PROGRAM

Although Frank was a willing worker, he recognized that he needed a skilled trade to earn the income he needed to support his family. He heard through a friend of a local vocational program which included a CETA stipend. He applied and was accepted in a junior college welding program in January 1979.

His wife worked and the CETA stipend helped defray living costs while he was engaged in his training. Even though they lived in a rented trailer, ends were difficult to meet. After two months progress in the welding program, he found a welding job at night, repairing barges for a nearby company. He earned over $7.00 per hour which enabled him to complete training in May 1979.

In the welding program, he found support from his instructors and fellow students. There were twenty other students in his class, including four women. Many of the students would get together to socialize outside the classroom. He still maintains social ties with several friends he made in the program.

TRANSITION TO WORK

Frank found the training he received at the college directly related to the skills he needed on the job. He also found that the job preparation course he took as part of his program helped him to deal with the problems of finding and applying for jobs.

For several months after finishing his training, he continued the welding job he had begun while still in the program, but he kept his eyes open for a better job. In July 1979, with the help of his former instructor, he found another welding job at a division of General Motors. He took the job, and started at $8.97 per hour. Six months later he was earning $10.75 per hour.

After completing his training, he and his wife, who works in a custodial job at a local medical center, bought a small home within half an hour's drive from his job.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

Frank is ambitious and had aspirations to get more education as he worked as a welder. His former employer had a program for assisting promising workers acquire a college education. He had planned to discuss receiving such assistance with his supervisor when he was laid off. He does not believe that he will be called back to work with the same company and, therefore, if he wishes to continue his education, it will have to be done with other means.

Becoming a welder provided Frank with the income to make important changes in his life style. He liked being a welder and wanted to continue the process of learning new skills. He is a union member and his job provided a sound employee benefits package. Gaining security for his family and himself was sorely disrupted when he was laid off in mid-September 1980. His company suffered the economic consequences of the dip in the U.S. automotive industry. He sought work as a welder with other firms in the area, but no jobs turned up. Unemployment and supplemental union benefits softened the financial strain of having his income cut. Although his wife held her job at the medical center, family income since he was laid off is half of what it was when he worked as a welder.

They have held onto the house that they are buying, but Frank wondered how long they could continue to do so unless he finds work.

FUTURE PLANS AND PROSPECTS

Frank has undergone profound changes during the past decade. He has had to make momentous geographic changes, make adaptations to the American culture, and undertaken significant changes in career directions. Despite these changes he has been successful in meeting each challenge. He has a high level of pride in his achievements. He is concerned that his fellow countrymen now residing in the United States do not recognize the importance of education and training for reaching American standards of achievement and success. In his spare time, he works with members of a nearby Southeast Asian community to provide advice to youths and adults who want to get a better education or job. He feels strongly that his job training at the college was a critical step in his development. He does not blame the CETA sponsored program for the economic problems that led to his layoff.

He would like to stay in the same geographic area, but realizes that unless he finds work, either as a welder or in some other occupation he likes, they might have to move. In considering his options, he noted that he might be forced to take any job he could get, even a low-paying one in another field. The other possible options were trying to enroll in a training program for machine operators, which he thinks he might like, returning to school to study engineering, or open a fast food restaurant specializing in Asian food. All of these would require financial resources he does not presently possess.

The changes in Frank as a result of being laid off are reflected in his attitude about the plans he once had to write a book about his positive training experiences and the part it played in gaining his new life style in the United States. Eighteen months after completing his training program, he is less exuberant about the project or his job prospects. Nevertheless, he remains confident in his abilities to survive. He noted philosophically, "We have seen worse times. I have my family and friends. We will make it."

Based on his past history, no doubt he will, but unless the local job market and national economy improve, it may not be as a welder with his old company.

3/81

GREG **Student, Manufacturing Technology**

"I was a junior in high school, going nowhere until...I attended an open-house."

BACKGROUND

Greg was born in Illinois and grew up in the area in which he currently lives. For the past eight years he has lived in the same house in a small town with his parents and sister.

While in high school, Greg considered himself "going nowhere until about Christmas of my junior year." He was an average student with little direction--he did not participate in school activities and had few social contacts. He liked to work on mechanical things but had not shown a strong interest in the vocational programs at his local high school even though he had taken mechanical drawing and one shop course. He would have been able to graduate early and planned to do so. He hoped to get a job driving a delivery truck as he had done the previous summer (at minimum wage).

His parents were interested in giving him direction and support and took him to different open-houses at local training schools so that he could see what was offered in various local programs. One of these visits was to an open-house at an area vocational center serving high school students from over 20 feeder schools. On the spot, Greg was impressed with the center and attracted to the machine tool program. Both he and his parents investigated the procedure for enrolling immediately in the program. Before they left the open-house Greg had in his hand a hand-written letter from the center's instructor indicating there was room for him in the program and that if his local school approved, the center would like to have him enroll for the spring semester.

REACTIONS TO THE PROGRAM

After his high school counselor prepared the necessary documents, Greg became a center student in the Spring 1978. The center experience became what Greg considers the major achievement in his life to that point. Several factors led him to this conviction. One was his positive reaction to the goal achievement steps in the program. These goal achievement steps allowed him to set his own rate of progress. The other thing was the strict attendance and on-time patterns demanded by the program's staff. Greg says no half-hearted approach to the program was encouraged. He remained in the program until high school graduation.

Students could achieve as many learning goals (tasks or projects completed successfully) as they wanted to beyond the minimum required each semester. Greg achieved 67 goals over a three-semester period. He noted that the first semester students might achieve as many as 20 goals and assumed that this was the ongoing pattern for all students. He noticed that during the second semester students did not tend to maintain the original pace of goal achievement as the goals became more difficult. The achievement pattern tended to drop to 14 or 15 goals achieved. During his last semester, he began to realize he could become top student in his program if he maintained his pace and pushed a little--out-achieving some students who were completing four semesters. The top award of a set of his own tools became a new goal for him. He reached it and became the outstanding student from his program.

During his former high school years Greg had been an average C student. After enrolling at the area vocational center, education took on a new interest for him. He earned all A's at the center and improved his grades in the classes he took at his regular high school. By the time he graduated he had raised his overall grade average to a B plus.

Beyond task achievement, Greg credits his vocational program with helping him realize the importance of "doing things right, learning to work in a systematic way, and developing my planning skills." He is extremely laudatory of his experience and proud of his certificate which lists his goal achievements at the center. He feels this certificate is much more valuable than his high school diploma.

TRANSITION TO WORK AND FURTHER EDUCATION

Greg's achievement at the center had several roll-out effects. He was able to work in his trade during the summer of 1979 starting at $5.00 per hour and quickly going to $6.25 an hour. At the same time he prepared to enter the local community college.

Greg successfully completed his first year at the community college and is enthusiastic about his current program--manufacturing technology. He had never seen himself as a potential college student in his early high school days.

At college, Greg was given advanced ratings based on the program he had completed at the center. He did not have to repeat two courses he had taken in his earlier program that are a required part of his current major.

In less than two years, he went from an average student planning to leave high school early to take a job at minimum wage--driving a truck for a pellet company--to a summer job in a machine shop at $6.25 an hour and then to continued education in an advanced program at college.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

Greg is completing his third semester at the community college and has already applied to two universities for continuation of his program in manufacturing technology.

He is still positive about the training experiences he had in the area vocational center prior to entering his community college program. His grandfather was very pleased that he chose mechanical or manufacturing technology as a career field because it is related to his grandfather's machine tool occupation. Greg's family is very supportive of the career path he has chosen and will assist him at the university.

Greg hopes to obtain a job as machinist this summer so that he can save his earnings toward his advanced education.

FUTURE PROSPECTS AND PLANS

Greg has developed strong work attitudes and looks forward to his career in manufacturing technology or mechanical engineering. He has registered and voted in the general election and sees himself as a good citizen. He lists his primary achievements thus far as his training experiences at the area vocational center, going on to college and purchasing and paying for his own car.

He has a positive approach to the future and is making long-range career plans in a field in which he has a high interest. Although Greg has not been very social in the past, he now has a steady girl friend and takes part in more social activities.

At this point vocational education has contributed to more than Greg's job skills. It has helped him to grow as a person.

3/81

HELEN A Secretary With an Optimistic Outlook For The Future

"The program provided a total approach...skill training, job preparation, and placement which made it an outstanding program for me."

BACKGROUND

Helen was born and raised in a city north of Chicago, Illinois. She is 23, Black, attractive, and the sixth child in a family of 12 children. She now has three young children of her own and is expecting a fourth by her second husband whom she married in 1980.

Helen graduated from high school with limited typing skills. After graduation she took a job as a part-time secretary at minimum wage, but she left soon afterward because of her first pregnancy. After three children in rapid succession, she needed to go to work to help support her growing family. She was looking for work when the local employment office informed her about a vocational program being offered at a nearby junior college. She applied for the secretarial training program sponsored by CETA and was accepted.

REACTIONS TO THE PROGRAM

Helen has high praise for the training program she took. She remembers that the most difficult part of her training was a job preparation class which taught her how to find and apply for a job.

Upon reflection, she feels it was absolutely necessary and one of the key elements for the success of those who complete training.

While in the program, she made friends with her classmates and found them supportive when she encountered personal difficulties. During training she divorced her first husband and almost dropped out of the program. The help she received from teachers and the encouragement from other students during this personal crisis helped her stay and finish the program.

According to Helen, the job placement component of the program was a major program strength. The program provided a total approach to helping persons get established as independent citizens. It provided skill training, job preparation, and placement which made it an outstanding program.

TRANSITION TO WORK

Upon finishing her training program, Helen had two job interviews--one as a secretary in a private firm and one as a secretary for the CETA office in the same junior college which she had attended as a CETA student. She chose the latter because of the positive feelings and support she had for the program that had helped her obtain the skill training she needed. Since starting her job in the summer of 1979 she has received three raises (from $3.50 to $4.10 per hour) and a promotion from Secretary III to head secretary of the CETA office.

She likes her job and is dedicated enough to travel over an hour each way to and from work daily. Her job is the best she has ever had and provides good employee benefits which include a paid vacation, life insurance, sick leave, medical benefits and free tuition at the college. All of which provide a stability in her life which had not existed previously.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

In 1980 Helen remarried and established a home with her second husband. They are expecting a child in mid-1981. She plans to take a six month maternity leave and then return to her job at the college. Her supervisor indicated that her job will be held open for her and that the college will be glad to have her return to work after her child is born. Her new husband is supportive of Helen continuing her career and assists with the household and child care duties with her three small children. One child is in a head start program and Helen's mother takes care of the other two while Helen and her husband work during the day.

FUTURE PROSPECTS AND PLANS

Helen is proud of her achievement and the training program that she took. Two years later, she still considers the program one of the most positive experiences of her life. She believes the program helped to build strong personal attitudes, provided necessary job skills, and taught her how to find a job. A special multiplier of her experience in the program is the fact that her sister followed in her footsteps and has completed the same CETA program and went to work as a secretary. Helen is appreciative of the new lease on life that the training program provided her and notes the importance that the CETA stipend played in allowing her to enroll and remain in the program. Now she faces the challenge of combining a career she likes with the family she loves.

3/81

IRENE Nontraditional Welder

"All my friends thought I'd end up on welfare when I became pregnant; instead I was able to enter a training program, complete it successfully, and get a good job at a living wage--some of them are still surprised."

BACKGROUND

Irene is white, 23, and a head of household with a two year old boy to support. She was born in Illinois and raised in the community in which she currently resides. She completed high school, but school was not the highlight of her life. During high school she liked English classes best. She took typing and enrolled in a shorthand class which she dropped before the end of one semester. She was not really interested in pursuing a career as a secretary.

After high school, Irene enrolled in several courses at a local junior college but had no plans to continue her education on a full-time basis.

Her work history started during high school when she got a job as a maid for minimum wages. She left that job and found one in a factory--again at the minimum wage. She worked on an assembly line job that required no previous skills and used no soldering or welding techniques. According to Irene, it was very boring work and her attendance on the job was poor.

After leaving her job, becoming a mother, and being unemployed, she read about a vocational program that also provided a CETA stipend for trainees. She intended to enroll in a secretarial program even though she had no real interest in becoming a secretary. She could type but knew if she was to stay off welfare she would need better job skills than she possessed.

"The skill training was good and the teachers worked you hard, but they really cared whether you succeeded."

REACTIONS TO THE PROGRAM

After talking with a program counselor, Irene learned about the welding program which had more appeal to her than becoming a secretary. The welding program sounded interesting, job chances seemed good and, above all, the salaries were much higher than she would make as a secretary and she needed a good salary as a single parent.

Irene enrolled in welding because completion of the program would lead to a job that meant that she would not be dependent on anyone. She found the training was more than adequate for the job she got. "The skill training was good and the teachers worked you hard, but they really cared whether you succeeded. The equipment was not the best but it did the job."

TRANSITION TO WORK

After going to work as a welder some of the courses provided during the training became more important. At the time of training, the job survival skills course did not seem very important to Irene. This course provided information about job benefits, awareness, and what to expect during an interview. When Irene started to look for work, she realized the importance of such information.

Upon completion of the training program in Spring 1979, she found a job as a welder with the help of the school placement office. This job was directly related to her training and started at $10.11 per hour. The job was in the transportation industry. She joined the union and received a good benefits package. She did indicate that she was only informed of all her benefits when she asked about them and that the job survival class had informed her about what to expect in possible benefits; thus, she was prepared.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

Even though she likes welding and her job was a good one, she was laid off when cutbacks were made because of the economy. She survived several layoffs before she was cut and expects to go back when the economy picks up.

As a nontraditional worker, she was subject to "lots of hassles on the job." She managed to cope with them. She indicated one should not be naive when taking a nontraditional job. There will be some harassment. She learned to ignore most of the comments made and was able to parry advances. She feels that other women nontraditional workers pose some problems in that they feel she is a rate-breaker when she does all the things a man does on the job, including lifting her own cables and performing heavy physical tasks.

FUTURE PROSPECTS AND PLANS

She liked the swing shift (4:30 P.M. to 1:00 A.M.) because it allowed her more time with her two-year old son. She hopes to return to this shift. With supplementary unemployment payments provided by the union she has been able to provide for herself and her son. These payments continue through the spring of 1981. If she is not called back to work she will continue to receive state unemployment benefits until late summer. Her hopes are that things will change by then and she will be back to work.

Despite being laid off her job, she is still positive about the vocational training she received and plans to continue as a welder. "The teachers at the program cared; the job survival skills course was valuable; placement was good; in short, it was a good program." As a result of the program she feels she is a more positive and self-assured person.

JULIE A Determined Success in Cosmetology

BACKGROUND

Julie is a Hispanic 20 year old graduate of a cosmetology program offered at an area vocational center near Chicago. While she was enrolled, her instructors and fellow students considered her one of the outstanding students in her class. Her interest in cosmetology began when she was in the seventh grade. She had cousins, sisters, and other family members who were in the business. Therefore, while in high school Julie applied for a cosmetology program offered in the area center serving her school.

"I have always identified myself as ambitious. I've wanted my own beauty shop for as long as I can remember and I'm going to get it."

REACTIONS TO THE PROGRAM

Student demand for the cosmetology program exceeded the number of available slots. As a result, a lottery system was used to decide which qualified applicants would be accepted. Initially Julie was not selected as one of the lottery winners. Although discouraged she continued to maintain contact with the instructors and counselors during the summer of 1978. She made her interest and career goals in cosmetology known. Fortunately for her, one of the students accepted through the lottery was unable to attend, and Julie was selected as the alternate.

Julie entered the program in Fall 1978 and immediately began a successful pattern of achievement. Julie completed the course work in her program several weeks ahead of schedule. She devoted much of the remaining time to other school activities and VICA (Vocational Industrial Clubs of America) which she had joined in order to enhance her contacts in the field and improve her chances of employment upon program completion. Her high grades, class activities, and positive attitude led Julie, her instructors, and friends to believe that passing the state cosmetology licensing examination would be a mere formality.

Julie's extracurricular activities at the end of the semester hindered her studies for the state cosmetology examination. In retrospect she notes, "I slacked off for the last six weeks because I thought I had it made for the exams."

Anticipating an easy time of it, Julie was stunned when she learned that she had failed the performance section of the state test. However, she had learned two valuable lessons as part of her training. She knew how to set goals for herself and how to go about achieving them. These were lessons she now needed to apply.

TRANSITION TO WORK

Julie's reaction to failing the state cosmetology exams were twofold. First, she sought other employment to provide her with income. She resolved this problem by taking a job in a non-related occupation. As an operator with the Illinois Bell System, she started at $5.00 per hour. Her second reaction was to establish a rigorous and systematic study schedule so she could take and pass the state exams at the next offering. This she did in the summer of 1980. After passing her state exams, she left the telephone company and took her first job as a cosmetologist. This job paid Julie about $8.50 per hour plus tips. She does rent her salon space from the shop owner, but the owner provided an employee benefits package for her and pays for Julie's continued professional development courses.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

Since going to work as a cosmetologist, Julie has competed in statewide cosmetology contests and has faired well. Her supervisor has supported these professional endeavors. Julie notes that her membership in VICA while enrolled in her cosmetology program provided her with the experience and confidence to compete in the professional cosmetology contests.

On the personal side of Julie's life things have gone well also. Her young husband whom Julie married in 1980 is in business for himself. Their combined family income places them well into the middle income bracket. Since their marriage they have purchased their own home in a northern Chicago suburb. Julie reflects on the progress she has made since completing her vocational program at the area center. "We are doing quite well for a couple of young people. Our parents together don't have a combined education equal to high school. Yet we have been fortunate enough to make it. I think a lot of it is up to the individual."

FUTURE PROSPECTS AND PLANS

Julie's exposure to individualized learning, performance objectives, and personal planning while she was in her vocational program have had some dramatic effects on her. When these skills are combined with her sense of ambition, they have helped provide direction for her expectations and success orientation. She still wants to own her own beauty salon. She states, "I have always identified myself as ambitious. I've wanted my own beauty shop for as long as I can remember and I'm going to get it."

3/81

KIMBERLY A Former Vocational Student With a Change in Perspective

BACKGROUND

"In high school I was self-centered, rebellious, and rather difficult to like. That's different from the way I feel now that I have a job..."

Kim is a 20 year old graduate of an area vocational center program in information processing. She lives with her mother in a suburban area of Chicago. She is struck by the changes that have taken place in her life over the last few years. "In high school I was self-centered, rebellious, and rather difficult to like." Upon reflection, she attributes these characteristics to feeling insecure both in school and at home.

Until her enrollment in the information processing program, Kim had not considered vocational programs in her regular high school program. She enrolled in a vocational program at the area vocational center as much to satisfy a need for a change of scene as to meet any particular career plan.

REACTIONS TO THE PROGRAM

Kim entered the information processing program originally because she thought it would be easy. However, she found the program to be much more interesting than she had imagined. The self-paced, immediate reward system and encouragement from teachers were a welcomed change from her earlier school experiences. With its emphasis on performance objectives rather than social skills, the program allowed her to excel. With the assistance of her teachers, she identified her program strengths and weaknesses. In Kim's view, this experience was an important phase in her personal growth and development. Once she learned the technical skills taught in her program, she began to feel more comfortable in her social circle as well. At the time of graduation in Summer 1979, she was quite eager to start a job utilizing her skills.

"My training program instilled a desire for success in me..."

TRANSITION TO WORK

Kim went to work for Illinois Bell System as an internal communications worker. She found the job as a result of family contacts. Her job duties included transferring internal communications from one source to another within an office of the Bell System. It is ironic that Kim should be involved in communications as her first major job. In previous part-time jobs she had encountered communication problems with her supervisors or peers.

Her job with the telephone system was a step up in salary and benefits from any previous job. Prior to this position Kim had held a series of low paying jobs ranging from department store clerk to waitress. With prior jobs paying as low as $1.95 per hour, her starting wage of $5.00 per hour was a big improvement.

POST-TRAINING OCCUPATIONAL AND PERSONAL EXPERIENCES

Kim was pleased with her accomplishments made during the last six months. She has remained with Illinois Bell System as a media technician and now earns $5.50 per hour. Although this was not a large raise, Kim was pleased with her increased job responsibilities. The work has remained interesting although repetitive. She now desires to change jobs within the organization and is hoping for a supervisory position in the near future.

FUTURE PROSPECTS AND PLANS

Even though Kim would prefer a smaller organizational setting in which her potential for leadership might be more easily recognized, Kim will continue to develop her technical skills through training programs offered by the company.

Kim notes with pride that her co-workers have sought her out as a source of support. Her peers are bringing their job problems to her for opinion and possible discussion with the immediate supervisor. She considered this a step forward, given her youth and job tenure. Awareness of the changes she has undergone during the transition from problem teenager to self-directed adult is considered a major accomplishment by her.

"I know I still have a long way to go but I feel like I have accomplished so much in a short time. I have my confidence and my skills which can't be taken away. My training program instilled a desire for success in me but more importantly it gave me a feeling that I could do it."

3/81

LLOYD A Young Athlete Facing Career Choices

"It's like waiting for the right pitch; you have to be patient and really swing when you get one."

BACKGROUND

Lloyd is a handsome 18 year old Black man. From the age of five he wanted to be a major league baseball player. By the age of 14 he was an all-state athlete. In high school he hoped to attract the attention of either major league or college scouts; however, in his sophomore year in school he was seriously injured in a school basketball game. The injury ruled out a major league baseball career or a major university scholarship for athletics.

Even though disappointed, Lloyd was mature enough to consider other options. With the encouragement of his father, he took prevocational courses from junior high school through his first two years of high school. He enrolled in courses in woodshop, auto repair, and general shop to prepare for a career in the trades.

REACTIONS TO THE PROGRAM

Entering his junior year in high school, Lloyd wanted an opportunity to apply his vocational experience and interest in his community. The Experience Based Career Education program (EBCE) was designed to provide this. This program is a combination of classroom instruction and community job placement.

Working with his counselor, Lloyd discussed the possibilities of entering EBCE in the fall of his junior year in 1978. His schedule was arranged to meet his academic requirements and also to participate in the program.

His father and brother were employees at a local plant of Caterpillar. The combination of family contacts and a formal introduction by the EBCE coordinator got Lloyd a part-time job with the same equipment manufacturer.

He worked at the company plant from October 1978 to June 1979 for minimum wage while he was an EBCE student. He liked the job experience portion of the program; however, he considered his "in school time" repetitious. Even so, he was appreciative of the individual efforts his EBCE job placement coordinator made to assist him. Even though his relatives worked for Caterpillar, Lloyd believes that the formal contact initiated by the EBCE coordinator made it possible for him to get a job there.

TRANSITION FROM THE PROGRAM

Lloyd remained in the same job assignment at Caterpillar for a second year after finishing the EBCE program in his junior year. During his senior year, he entered the Industrial Cooperative Program at his school which allowed him to continue his job at Caterpillar. As a result of this prolonged work experience, Lloyd decided to stay with Caterpillar. As a senior in high school he worked as a metal tester for $3.25 per hour. He liked the work, the people he worked with, and the possibilities for further training with the company.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

Lloyd graduated from high school in June 1980 and went directly to work for Caterpillar in the same unit he had been in as a student. He hoped to enter the company's technical institute which is an "on-site college" for advanced technical training and promotion of company employees. He applied for the institute and was waiting for notice of acceptance when he was laid off because of production cutbacks by the company. Many young Blacks were unemployed in Lloyd's neighborhood, but unlike most of them Lloyd found another job. His new job was in a plastics production plant paying $4.25 per hour. He does not enjoy the work the way he did at Caterpillar, but it provides an important income for him.

He saves all he can so he can go back to school. He would like to attend a nearby community college and study electronics. Another option is to go to a small private college which would provide him with an athletic scholarship. The latter option would not offer an opportunity for any vocational training, but it would further his education. In any event, Lloyd would like to go back to Caterpillar. "My long term career interest at present is with them. They have their own company college, good chances for advancement, and good wages."

For the time being, Lloyd is working and saving his money for his future education. He has turned his attention to church activities and the local Boys Club sports program. He enjoys sharing his athletic skills and, more importantly, the character building lessons of sports with youngsters he works with at the Boys Club. He cites the carry-over of character built in athletics when he was laid off by Caterpillar. "Sports gave me most of the good times I have had in my life. It helped me to see that working together is more than just having the same job. I'd like to help other Black kids through my sports skills."

Thus, the major progress made by Lloyd since leaving high school has been personal rather than occupational.

FUTURE PROSPECTS AND PLANS

The interpersonal skills Lloyd learned during his EBCE program helped him gain confidence. His experience since then has taught him to be patient. Although he hopes to continue his education or get more vocational training one way or another, his career goal remains to return to work for Caterpillar.

Despite the layoff setback and taking a job that he does not like, Lloyd is positive about his future prospects. He attributes his outlook to the support he has received from his father. "My dad has always encouraged me, helped me when I was down, and pointed out the positive side of things."

With continued family support, Lloyd hopes to balance his future between more education and returning to work for a company he likes and a career he would like to pursue. Using an analogy from his sports background, Lloyd looks to his future career options, "It's like waiting for the right pitch; you have to be patient and really swing when you get one."

3/81

MICHAEL Almost an Entrepreneur

"After my old company had to take me back there was no possibility for advancement. They only kept me because they had to."

BACKGROUND

Michael was born and raised in Illinois. He is a husky Anglo man of 32 with a manner which does not convey a sense of high self-esteem.

He has a varied education and career background. While in his senior year in high school he enrolled in several business classes offered in the junior college which was located on the same high school campus. He was not interested in his classes and upon graduation from high school, joined the army.

He stayed in the army for eight years as a personnel clerk and considers his ability to stay alive during that period a major achievement. He noted that he found personnel work boring and had he known more about the career options that were available, he would have selected something closer to his interests that would have better prepared him for a job after discharge.

Upon his discharge from military service, Michael went to work for a chemical company. His job as a gauge monitor paid $7.86 per hour plus employee benefits. He was a member of the chemical workers' union.

Within a year, he was fired from this job for falling asleep on his night shift. He appealed his dismissal to the union and applied for unemployment benefits while awaiting the outcome of his case. When his unemployment benefits expired, Michael enrolled in a vocational program in industrial maintenance at a local junior college. Michael received a CETA stipend while attending the program.

REACTIONS TO THE PROGRAM

Michael does not have a positive assessment of the industrial maintenance program he took. He says part of this reaction may stem from the fact that he did not have a strong commitment to becoming an industrial maintenance worker when he enrolled. Therefore, he indicated that the skills portion of the training was not helpful to him. However, he did find that the job preparation course he had to take as part of the program was informative and valuable to him.

TRANSITION TO WORK

Michael finished the industrial maintenance program and found a related job. However, before starting his job in the summer of 1979, he was informed that he had won his appeal with the chemical company. As a result, he was reinstated in his old job with compensation for the period he had been out of work due to the firing. Three months after going back to work, he left because he felt the company had only rehired him because it was compelled to do so and there was little chance for advancement for him. He felt he was always put on poor work crews and seldom got consecutive days off; thus, he quit even though he was making $8.61 per hour.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

Michael made a decision to go into business with a friend as a contractor that stripes new or resurfaced parking lots. He was optimistic about the chances for success during the planning stages. He believed that there were ample opportunities for his new business because he had ordered an automatic striping machine that would be faster and more accurate than striping done by hand--the way most parking lots were currently being striped. He did not do much pre-planning and did not make many contacts with businesses to arrange for striping jobs. The business never really got off the ground before Michael's partner skipped town with Michael's capital investment and left him without a business or prospects for going into business for himself. This loss included the sum of money Michael had received as a settlement with the chemical company.

FUTURE PROSPECTS AND PLANS

In December 1980, Michael left town and his family lost contact with him. His family believes that he will return when he has recovered from his emotional and financial setback. To the best of their knowledge, he is not working. His paving business had not materialized, his small capital nest egg was lost, and he was on welfare in the fall of 1980. His future career and personal prospects remain in question.

3/81

NANCY A Woman Welder Who Left The Mines

"Leaving the job I was trained for was very difficult. But I also realize that this job wasn't for me and that's important too."

BACKGROUND

Nancy is a 27 year old resident of southern Illinois. She moved there for educational reasons. After one year in a community college in western Illinois, Nancy made the decision to enroll at University of Southern Illinois in 1972. Beginning as a photography major, she dropped out due to a combination of financial and academic reasons. Returning home, she lived with her mother for over a year.

During this period, Nancy took a series of part-time, low-paying jobs ranging from delivery truck driver to pre-school aide. She made little more than $3.00 per hour on any of these jobs. Having sorted out her career goals and with the encouragement of her mother, she returned to the university in Fall 1974 as an English major. At school she became involved in the theatrical arts, poetry, and children's literature and graduated with a BA in English in 1977.

Nancy found the job opportunities for a new college graduate with a major in English quite limited. In order to remain in the area, she took a series of full-time jobs until she could review her long-range plans. She tried insurance sales, community counseling jobs, driving a delivery truck, and a long list of other lack-luster jobs. Again, during this interim, she made minimum wages and considered herself to be going nowhere--this time with a college degree.

Feeling discouraged, Nancy visited the local CETA office and investigated the availability of nontraditional job training programs for women. She was told of the local center's vocational program for women interested in becoming welders. With the support of the coal mines, a training program had been established to recruit women welders.

Nancy considered the employment opportunities and decided to enroll. She admits enrolling in the program primarily because it was nontraditional for women and the chances of getting a good paying job seemed likely. After passing the written and physical examinations that were part of the admissions process, she entered the program in Winter 1979.

REACTIONS TO THE PROGRAM

In Nancy's opinion, the welding program was inconsistent but she was able to obtain sufficient skills to gain employment. While in the program she found that unexplained changes in program content, teachers, and criteria for success made it difficult for the participants in the program to receive adequate training.

Nancy states she completed the program out of a sense of obligation to finish what she started. Her original reason for entry, a good salary and a unique job, was still important to her. Commenting on what made her the most successful female completer of the program (she was the only woman known to have found employment as a welder in the group), Nancy states, "I had the ability to cope with rapid fire changes. I'm a survivor and most of the other girls couldn't handle it." In order to succeed Nancy felt a strong self-image was necessary. She found that most of the people in the program were from limited social and economic backgrounds; thus, support services were critical but were not always adequate for those in the program.

TRANSITION TO WORK

Nancy completed the program in November 1979, but before completion she sought and was offered a job in one of the local coal mines. She thinks this job was a result of her persistence more than attributable to any job placement effort on her behalf by the program. She passed both the physical and performance aspects of her new job and was offered a starting salary of $85.00 a day plus fringe benefits for a six-day work week.

At first, after accepting the job, Nancy felt insecure in her work. With the passage of time and experience she gained necessary confidence. A year later she still did not believe the training program provided all the basic job skills necessary to be a competent welder in the mines.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

Nancy left the mines in October 1980. A combination of health problems and dissatisfaction with her working environment led her to seek a medical leave of absence. During this leave Nancy made the decision to quit the mines permanently. She had worked there for eleven months. Being the only woman on the crew she encountered a high degree of harassment. As a result, she grew increasingly frustrated with her work. Even though she earned $11.00 an hour, the economic gains were not enough to counterbalance her problems with the crew. Nancy believes she made the correct decision for her at this time.

Still unemployed, Nancy began 1981 considering her career options. She does not want to return to the mines but would be willing to continue to work as a welder.

FUTURE PROSPECTS AND PLANS

Nancy would like to work part-time as a welder. She would like to combine her training and academic skills without giving up one for the other. Fulfilling this dual ambition may be difficult, but Nancy faces this prospect positively. She plans to remain in southern Illinois. During 1980 she purchased an older home in the area and plans to rehabilitate it and rent a portion to help augment her income. Nancy hopes to combine a nontraditional occupation with her creative interests. The potential difficulties of this achievement are apparent to her, but the challenge is equally important to her.

3/81

OLIVER An Auto Mechanic Caught in an Economic Crunch

BACKGROUND

Oliver is a 24 year old white male who completed his training program in auto mechanics in the Winter 1979. His present position, as an auto mechanic for a small car dealer in western Kentucky, is a far distance from his earlier career expectations.

Oliver dropped out of high school due to a lack of interest, little success, and the fact that his interest in sports were not sufficient incentive to keep him enrolled.

He is from a small rural community in southern Illinois and found the transition from junior to senior high school socially difficult. Oliver left high school in 1974 expecting to get a job as an interstate trucker. Even though his intentions were good, the opportunities for a 17 year old long-distance driver were limited. Age, lack of proper training, and no union membership made him unemployable as an interstate trucker.

After 18 months of trying to be a long-distance trucker and a series of short-term delivery truck jobs, he went to work in an interstate truck stop pumping gas, changing oil, and servicing the trucks he wanted to drive. He earned minimum wages but remained at this job for over two years.

> *"My entire life had been one of being dependent on others...having the chance to change was all I needed."*

REACTION TO THE PROGRAM

After leaving the truck stop, Oliver was out of work for three months. During this period he investigated the possibilities of entering a vocational program. Two months after his initial contact with a career training center, he was accepted into the auto program in Winter 1978.

At this time in his life he considered admission to the vocational training program essential. He noted, "My entire life had been one of being dependent on others and, in particular, the state for my income."

Oliver saw the auto training program as an avenue for improving the quality of his life. The opportunity to move from a life of limitations and dead ends was a major incentive to enroll in the vocational program. He believes this sense of need was a major factor which led to his high level of success as a trainee. He was the outstanding graduate in the auto program for 1979. He was determined to make the program personally successful despite any limitations that may have been inherent in the program.

He completed the program in November and felt it provided him with the necessary technical skills for job entry as an auto mechanic. He found the center an ideal place to train because the classes were small, individual attention was readily available, and individual learning projects were available for those who sought them.

The successful completion of his training program was a major accomplishment. He found personal security as a result of his success in the training program and subsequent job placement. Oliver felt that not only were the technical skills he learned important, but the job survival and personal skill development were equally significant.

TRANSITION TO WORK

On the day Oliver completed his training program a job was waiting with a small auto dealer who was looking for a beginning mechanic. This contact was made through a job placement counselor. Oliver interviewed for and was offered the job starting on the Monday after his program ended. He has held the same job since leaving the program and earns $4.00 per hour plus a commission that is dependent on the cars he repairs. Thus, his average weekly earning has been over $160.00, his base salary.

He likes being an auto mechanic but says that social life in a small rural community is extremely limited. Although having no immediate plans to move, he would like a better balance between work and a social life. This may cause him to seek employment in a larger community.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

Although there have been no substantial changes in Oliver's wages of $4.00 per hour, plus a commission, because the region has a very depressed economy, the fact that Oliver continues to work in the auto industry is an accomplishment. Oliver explains his continued employment as a testimony to his survival skills. He still would like a raise and a change of scenery but cites current poor economic conditions as a reason to stay put. He quips, "At least I'm still here! A lot of people have been laid off and yet I hang on. That's one thing I learned in training; be patient."

FUTURE PROSPECTS AND PLANS

In order to prepare better for his future Oliver moved to a less expensive rental. He tries to save on a regular basis in order to add to his tool supply and prepare for a desired job change. Oliver is philosophical in discussing his current situation. "Everything must be viewed in comparison to what might have been. Had I not completed my training and taken this job I'm not sure what I would have been doing--but it would have been worse!"

Oliver plans to wait out the current slump in economic conditions in western Kentucky. Like most things in this region, economic changes do not occur rapidly. The most difficult part of having his job is the inability to move elsewhere. "I don't mind keeping the same salary and working the same long hours if I thought I could move out of it someday soon. I just don't see that day coming." Thus, Oliver faces his future career with the contradiction of having a job he cannot afford to give up in order to seek something better.

3/81

PAUL A Fiberglass Technician Who Likes His Work

"I've always felt I had to do or be more than other men because I'm small... Well, I think I have finally made it. I'd be happy to stay here (at the fiberglass plant) forever."

BACKGROUND

Paul grew up in southern Illinois and Indiana. At present, he is 27 years old and lives in Indiana. Since early youth, he has travelled between Illinois and western Indiana with his father who followed work in what was then a fledgling fiberglass industry.

Paul completed high school in Illinois in 1972. Although he did not enjoy high school, he did like the variety of vocational training courses he took at an area vocational center in his community. He worked summers throughout high school at an appliance factory in southern Illinois.

Paul moved to Indiana shortly after high school when his father changed both locations and jobs. Because of his father's contacts in the fiberglass industry, Paul was able to get a job at a trailer factory making molds for $180 a week in 1973. Eighteen months later he was laid off and moved back to southern Illinois. He then married and took a series of odd jobs interspersed with periods of unemployment.

At the end of 1976 Paul entered the U.S. Navy. Due to a childhood injury, he was medically discharged after nine months in the service.

After leaving the Navy, Paul set about re-adjusting to civilian life and seeking a career. He spent six months combining odd jobs with unemployment. Finally, he learned about a fiberglass training program being sponsored by the farmer's union in southern Illinois.

Paul decided to enroll. At the end of 1978 he entered a nine month vocational program which he completed in September 1979. The program was sponsored by CETA and provided a stipend for those attending.

REACTIONS TO THE PROGRAM

Even after completing the training program, Paul did not feel that he was adequately prepared to take a job that would require a great deal of unsupervised work. He felt that most of the teachers in the fiberglass program were more concerned with specific skills than they were with the development of qualities such as self motivation in students, and the progression to independence and self confidence. He noted, "The teachers never gave you a sense of responsibility or that they trusted you to learn on your own."

TRANSITION TO WORK

Although critical of the skill training component of the fiberglass program, Paul was positive about the assistance he received from the job placement counselor. He believes that the counselor took a special interest in him and made a genuine effort to keep him informed about potential employment opportunities as he neared program completion. It was through the efforts of the job counselor that Paul was given a pre-employment interview with a fiberglass company in Indiana a month prior to finishing the program.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

As a result of the pre-employment interview, Paul accepted a job making moldings for trailers and recreational vehicles in a plant in Indiana. He has held the same job since leaving the training program in September 1979. He started the job at $5.00 an hour and by the Spring 1980 still earned less than $6.00 which is less than he would like. However, he enjoys the work and would like to be promoted to crew supervisor when there is an opening sometime in the near future.

FUTURE PROSPECTS AND PLANS

Paul looks forward to the possibility of a promotion which he considers a real accomplishment. He wants to stay with the company and continue to increase his skills in the fiberglass industry. The changes in his life since finishing the training program have provided Paul with a sense of personal and occupational security that he had not known previously. Even though his pay is not high, he has more economic security than in other jobs he has held and he feels better about his relationship with his wife.

He summarizes his own assessment of his past progress and his future prospects, "I've always felt I had to do or be more than other men because I am small. I don't think others took me seriously. Well, I think I have finally made it. I'd be happy to stay here (at the fiberglass plant) forever."

3/81

QUENTIN Industrial Maintenance Worker Who Tied His Past to a Future Career

"For me it is a question of being able to link all of my former experiences outside of the program to what was being taught by the instructor..."

BACKGROUND

At age 25 Quentin has been able to parlay a varied job background into what he considers a satisfying career. He had no vocational training in high school but managed to learn many job skills by observation and experience. On various jobs he acquired some knowledge of auto body and mechanics, wood and carpentry, welding and general construction work.

Although not proficient in all of these skills, he was able to earn a living from 1975 to 1978. His salary ranged from $2.50 to $4.50 per hour and consisted primarily of doing odd jobs for family or friends.

Growing tired of pick-up jobs and lengthy periods of unemployment, Quentin explored the training opportunities at a local career development center in southern Illinois.

REACTIONS TO THE PROGRAM

In winter 1979, Quentin entered an industrial maintenance program. He believed this program would be appropriate and would allow him to utilize most effectively his past experiences.

He feels this decision was a wise one. According to him, "The center was a good place for me to be. I was able to get individual attention if I asked for it and was exposed to a wide variety of jobs." He believes it was important to develop a very positive attitude about how the training was going to help.

"I was able to succeed because I was both willing and able to express my interest to the teachers and staff. I think this approach allowed me to take what was offered and extend it more than some of the other students in the class."

Quentin's teachers and counselors considered him to be a successful completer of the program. Motivated to succeed, Quentin began to seek possible avenues of employment well in advance of his November 1979 completion date.

TRANSITION TO WORK

As the father of three young children, Quentin needed a good job. He explored the area and was willing to commute; thus, he was able to find the type of job he wanted in a private hospital about 15 miles from his home. "I was agressive and persistent and that got me the job." He is employed as an industrial maintenance worker at the hospital. He has been on the job since he completed his program and earns $5.45 per hour.

Quentin has impressed his immediate supervisor and is receiving additional on-the-job training in blueprint reading and industrial technology.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

Since going to work at the hospital, Quentin has made steady progress. In the fall of 1980 he was appointed night shift supervisor for maintenance. Although he continued to earn approximately the same hourly wage, his job responsibilities had increased. He furthered his mentor relationship with his supervisor and expanded his area of expertise.

Quentin considered himself to be an integral part of the hospital support system. Feeling as though he is an important part of a work community was a new experience for Quentin. He expresses his major benefit from work since leaving training as feeling needed and useful to others.

FUTURE PROSPECTS AND PLANS

The prospects for a long-term career with the hospital look excellent. Quentin says he has never been happier. He is satisfied with his assignments, feels competent and looks forward to going to work every day. The positive job situation has changed his home life as well. No longer feeling the economic burden of earlier days, he is able to take a larger part in the lives of his children and community.

He makes the following comment about his program, "For me, it was a question of being able to link all of my former experiences outside of the program to what was taught by the instructor. I was able to keep a positive attitude about what I was doing. This let me ask more questions about what I needed to learn. I'm glad I went to the program. I probably wouldn't be where I am today without it."

3/81

RUTH A Fiberglass Technician Without A Place To Use Her Skills

"I'm different from those in my program who didn't make it. I wanted training more and I was determined to make it.

BACKGROUND

Ruth is a 35 year old white woman who is a lifelong resident of southern Illinois. She dropped out of high school in 1962. As she puts it, "As soon as school stopped being fun and started being work, I quit." Starting and stopping, depending on the work involved, has long been a pattern for her.

Ruth married at 18 but left her husband after 18 months. From 1963 to 1973 she took a series of low-paying jobs, ranging from motel maid to restaurant waitress. All of the jobs during this ten-year span were for minimum wages and tips.

At this same time, Ruth was starting and stopping a series of vocational training programs. She explored programs in cosmetology, interior decorating and pre-school education. These programs were in both public and private institutions but had one thing in common--none of them resulted in jobs related to training. With the exception of completing her GED, Ruth had little success with her schooling or job training.

REACTION TO TRAINING

After an extended period of unemployment, Ruth investigated various government-sponsored training programs in her community. This exploration led her to the Department of Rehabilitation which informed her of a local vocational program.

In Fall 1978 Ruth entered the 36-week fiberglass technician's program. She believes the techniques she learned in the program were limited and that a number of her classmates had little interest in fiberglass, were poorly suited physically for the work, and lacked past experience to make a successful transition to a technical field. When it was suggested to her that little in her background indicated training success, she replied, "I wanted training more, needed it more, and was determined to make it. I worked hard in the program, tried to take all that was offered, and was willing to do extra work."

TRANSITION FROM TRAINING

After completing the full 36 weeks, Ruth went to the job placement counselor and inquired about the possibilities of fiberglass work. She found that the two major employers in the area had moved, leaving few possibilities for local employment. During orientation to the program, Ruth had been informed that her skills would be marketable, her earning potential would be high, and the prospects of advancement good. None of these actually came about. The jobs for fiberglassing were unavailable locally and chances for advancement were nonexistent.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

Ruth remarried during the Summer 1979 and "acquired" two small children and as a result was unwilling to move elsewhere to seek related employment. Looking for employment locally had proven futile; however, in December 1979 the center in which she had trained called her and asked her to accept a part-time, long-term position as a teacher's aide in the fiberglass program. She accepted even though the pay was low compared to what she had expected to make. The position was CETA supported and paid minimum wage. As she puts it, "It was hardly worth it. I drove 30 miles one way to get there and what I made went to pay my gasoline bill." She did, however, like the opportunity to work with students and derived satisfaction from helping them; this balanced the low pay of the job.

By Summer 1980, Ruth had been appointed an instructor at the center and made $6.25 an hour. By Fall 1980 the fiberglass program closed because of poor economic conditions in the area and Ruth was laid off.

In November 1980 she was working again as a part-time waitress at minimum wages. Her husband had also experienced uneven employment and presently works on and off as an air-conditioning mechanic. The family has several health problems ranging from multiple sclerosis in one family member to an eye injury for another.

FUTURE PROSPECTS AND PLANS

Ruth has resorted to a low-paying occupation from her past. The future prospects for Ruth and her family do not look bright, but she expects to pull through by relying on her survival skills. She is rethinking her career choices and as she puts it, "It's difficult, but I've pulled through some hard times in the past. I enjoyed teaching fiberglass and wish I could go somewhere else and do it again."

Unless the fiberglass industry experiences a resurgence in the area, Ruth appears to be a victim of circumstance with no place to use the technical skills she has learned.

3/81

SALLY   A Health Occupations Career That Did Not Pan Out

"My level of self-confidence was pretty low when I came in here...they did all they could with what I brought in and I did all I could with what they gave."

BACKGROUND

Now 26, Sally has lived most of her adult life in a small rural community in southern Illinois. She recognizes the pros and cons of her existence. Although it taught her a sense of independence and self-sufficiency, it also limited her contact with the "outside world." For most of her life she has lived at home with her invalid mother and younger brother and sister.

In 1970 the automobile accident that made her mother an invalid killed her father. Since then the life style and options for Sally and the family have been exceedingly limited. However, the necessity of caring for her family also instilled an interest in health care occupations for Sally.

The State Department of Rehabilitation referred Sally to a health careers vocational training program.

REACTIONS TO THE TRAINING PROGRAM

Sally entered the program in Fall 1978 with a desire to become an assistant to the hospital dietitian. The program suited her needs, and she was able to complete the technical skills requirement and the job survival portion of the program. Important to her was the direct attention she received from her instructor and the job placement counselor. Both individuals encouraged her. "My level of self-confidence was pretty low when I came to the program. . .they did all they could with what I brought in and I did all I could with what they gave."

TRANSITION TO WORK

Upon completion of the program in Fall 1979, Sally was offered and accepted a job with the local hospital. The job offer was as a result of the job placement services provided by the center. Starting salary was low, $2.95 per hour, but Sally considered the opportunity a start. She liked the sense of personal satisfaction she received from her work and liked being of service to others.

Before she was on the job long enough to qualify for medical insurance benefits, she broke her ankle. Co-workers assisted her in the payment of her medical expenses and her job was to be held until she could return.

POST-TRAINING OCCUPATIONAL AND PERSONAL PROGRESS

The ankle injury did not heal properly and she was not able to return to work as planned. Standing was ruled out by her physician.

During the past year Sally married and is content. According to her, "My stability has come from my marriage, not from my work." She has moved from her past environment and the care of her mother and brother and sister. This has eased the burdens Sally has felt in the past.

She and her husband are planning a family. Her current economic needs (as she perceives them) are being met by her husband. He has a history of steady employment and is a union member with an excellent benefits package.

FUTURE PROSPECTS AND PLANS

Sally plans to be a housewife and mother. She is thankful to be able to devote her energy to her family and herself. She is active in her church and her new role. "I regret not being able to use my training but at least I've proved I could do it and I can still utilize my training to care for my family."

3/81

THERESA A High School Dropout Who Went to College

"...once I decided to get on with my life I was surprised how easy it was."

BACKGROUND

Now 24, Theresa believes her early school years were wasted on non-essential social interests. The child of a minister, she considers her childhood unpleasant, both in and out of school. She dropped out of high school two months before graduation and severed all relations with her family. Thus, from age 17, Theresa has been independent of her parents.

After leaving school, she took a series of low-paying jobs ranging from carhop to waitressing. Even though her job skills were minimal, her motivation for taking the jobs was social rather than economic and they offered for her much needed social contacts after leaving school.

By age 20, Theresa had married. Within two years her marriage ended in divorce. While working in a CETA supported job as a hospital aide during 1977, she began to think about going back to school. Through her contact with a local CETA office she heard about the Early School Leaver Program (ESL).

REACTIONS TO THE PROGRAM

Theresa found in the ESL program what she needed. The ESL program was designed to provide job survival skills and to increase the likelihood of further education and career development. Theresa enrolled in Fall 1978.

Work experience was used as part of the educational process, but it is important to note that the ESL program was not designed to provide specific job skills. For Theresa, the transition from the ESL program was really one to further education rather than to a job.

With the support of the ESL program coordinator, she was able to complete both her GED preparation and job preparedness courses in record time. In addition to her job as a hospital aide, a part-time clerical position in the college library was arranged to supplement her earnings. Theresa was positive about the ESL program. The successes she experienced in the program carried over into her personal life. She recalled that this was the first time she had a feeling of success or importance. Her earlier positive experiences had been minimal.

TRANSITION TO WORK AND FURTHER EDUCATION

After obtaining a GED, she enrolled in a series of general education courses at the community college. During this period her career goals were to continue work at the hospital while pursuing course work for entry into the RN program at the community college. In Fall 1979, she enrolled in the college full time. While in college, she continued to work about thirty hours a week at a local hospital and to raise two small children from her second marriage.

Upon completion of the first semester, Theresa left her clerical job in the college library to devote more time to her studies and the children. In Fall 1980, Theresa left her job at the hospital as a nurse's aide and continued full time in college. She changed her major from health occupations to psychology. This change in career path was not totally unexpected. For some time, Theresa realized she wanted to utilize her personal experiences to help others; thus, her career goal shifted from nursing to becoming a high school counselor, hoping to work specifically with problem teenagers. Theresa states, "I feel I could relate my experiences and recent successes to others who are having problems in school."

Her positive experiences in the ESL program allowed her to attempt to control an obesity problem, to reach and maintain good grades in college and to approach life in general with a more positive outlook.

FUTURE PROSPECTS AND PLANS

She is currently in school full time and meeting her financial needs through a variety of sources: public aid, a Basic Educational Opportunity Grant (BEOG), and a scholarship from the State. Returning to school full time has changed many of the attitudes and behaviors that had caused her problems in the past. Receiving good grades further reinforced her determination to continue in school. The idea of going to college earlier was not considered. Theresa attributes this change to the influences of the ESL program coordinator. With his support she was able to confront personal difficulties and resolve them. She plans to remain at the local community college for one more year and then to transfer to a nearby state university for further study.

Theresa is pleased with her life changes over the past 18 months and sees the future in a positive light for herself and her children. The prospect of helping others seems rewarding and as she puts it, "I wish someone would have tried to straighten me out when I was younger, but I had to learn it all the hard way. Maybe I can help someone not to make the same mistakes I did. I hope so."

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State Board of
Education

100 North First Street
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